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ABSTRACT

The Higher Education Opportunity Program (HEOP) was established as a result of a 1969 New York state law, which provided for the coordination of opportunity programs at CUNY, SUNY, and the independent colleges and universities under the aegis of the Board of Regents. The 1974-75 annual report summarizes the data reported by the individual institutional programs. Data and analyses are presented for the areas of administration, participating students' academic and personal characteristics, academic programs, student success rates, program financing and student aid, and program evaluation. (MSE)

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Higher Education Opportunity Program

Annual Report 1974-75

ANNUAL REPORT

HIGHER EDUCATION OPPORTUNITY PROGRAM

1974 - 1975

A report on programs for the educationally and economically disadvantaged at independent colleges and universities in New York State

The University of the State of New York
The State Education Department
Higher Education Opportunity Program
Albany, New York 12230

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I

Foreword

To equalize postsecondary educational opportunity in New York, a number of special programs were initiated. In 1966, a program known as Search for Education, Elevation and Knowledge (SEEK) was begun at the City University of New York (CUNY). A corollary program at the community colleges in New York City, known as College Discovery, had been in existence for some time. A similar program was later initiated in the State University of New York (SUNY) and is now known as the Educational Opportunity Program (EOP).

Sections 6451 and 6452 of the education law of New York established the Higher Education Opportunity Program (HEOP) in 1969 legislation and provided for the statewide coordination of opportunity programs at CUNY, SUNY, and the independent colleges and universities under the aegis of the Board of Regents.

The Higher Education Opportunity Program in its current form was begun at independent colleges and universities in 1970. Appropriations have grown from $963,273 in 1969-70 to $7,591,000 in 1974-75.

Section 6451 requires that "The Commissioner shall prepare an annual report of the activities of the institutions which received state funds pursuant to this section [i.e., non-public colleges and universities] in the fiscal year, concerning, but not limited to the effectiveness of each of the programs contracted for, the costs of the programs and the future plans thereof and shall transmit such report to the governor and the legislature....."

This report on opportunity programs in the independent sector is submitted in fulfillment of the above requirements for the 1974-75 year.

In addition, Section 6452 states that "the trustees of the State University and the Board of Higher Education in the City University of New York shall each furnish to the Regents, the Director of the Budget, the Chairman of the Senate Finance Committee and the Chairman of the Assembly Ways and Means Committee, at least annually, a report.... of the operations of such (EOP, SEEK and College Discovery) programs." Those reports have been delivered. The analysis of those reports by the Regents, complete with comments and recommendations, is now in the process of preparation.

The higher priority being given to program management and evaluation accounts for the relative lateness of this report.

II

Summary

The 1974-75 annual report is an attempt to summarize accurately the data reported by the individual programs.

Administration

Stronger working relationships were established between the HEOP Central staff and the campus program personnel. Prompt and accurate communication and improved reporting allowed for better planning of the distribution of HEOP's limited resources.

Campus administrators and specialized personnel were trained through regional and statewide meetings and workshops sponsored by the Department. Campus personnel and Department staff worked together in improving guidelines and evaluation measures.

HEOP Students

In 1974-75 the student body included an increasing percentage of older students and women. Only about 9% came from families whose income exceeded the normal eligibility scale. First-time students had slightly higher secondary school averages than those of the previous class, but Scholastic Aptitude Test scores were significantly lower in both the verbal and math areas. HEOP continued to serve those students most in need of special educational and financial assistance.

Academic Programs

Most independent colleges and universities within HEOP offered intensive summer programs during 1974-75. Courses met longer and more credit was granted for the successful completion of requirements. Students in the summer programs had an average completion rate of 88.8%.

HEOP institutions offered a total of 624 remedial/developmental courses during the academic year. These courses were attended by HEOP students and by regularly admitted college students. The course completion rate for HEOP students was 79.2%. Tutoring and counseling continued to be important factors in making success possible for the non-traditional student.

Student Achievement

Four-year students performed better in 1974-75 than in past years, with a higher percentage of students obtaining a 2.0 grade point index. In contrast, two year colleges showed a higher percentage of students below the 2.0 average than in the previous year. This may reflect the higher risk nature of students who have been enabled to enter the two-year postsecondary programs with the aid of the Tuition Assistance Program.

The main reasons reported for program separation were academic dismissal (26.8%) and personal problems (31.0%).

Program Financing and Student Financial Aid

The average student budget used by financial aid officers in 1974-75 tended to represent institutional charges, such as tuition, fees and books, and campus room and board. The rise in the cost of living was not adequately reflected in estimated costs for travel and off-campus living expenses.

The Tuition Assistance Program and the Basic Education Opportunity Grants accounted for sizable increases in state and federal aid to HEOP students. Increased funds from TAP and BEOG made it possible to shift moneys from supplemental financial assistance (SFA) to supportive academic services. HEOP paid for most of the personnel providing such services and only 22% of the financial aid. The HEOP expenditures for 1974-75 show an increase, ranging from 20 to 50 percent over the previous year, for professional personnel engaged in supportive services.

Program Evaluation

One of the most notable changes in the administration of HEOP programs came in the area of program evaluation. Program directors are now following a standard format for evaluation. This more rigorous approach to program evaluation strengthens programs and provides for a more accurate determination of needs and accomplishments.

Conclusion

The racial turmoil and unrest of the late sixties stimulated the passage of legislation which initiated the Higher Education Opportunity Program. From a hesitant beginning, with a mixed record of success and failure, the Higher Education Opportunity Program has become an effective instrument for providing equality of educational opportunity to the poor of our society. By many standards of measurement available, HEOP has proven its effectiveness. The achievement of HEOP students paralleled their more advantaged counterparts. In some ways - according to state and national norms - program participants have surpassed the academic success rate of their fellow students.

The Education Department takes pride in the role of the State of New York in exercising national leadership in the crucial area of providing access to and success in higher education for the disadvantaged through the Higher Education Opportunity Program.

III

The 1974-75 Year: An Overview

For the third year in a row, the projected enrollment of HEOP students was held to the 5300 figure. Actual enrollment figures indicate a shift from two year institutions to baccalaureate programs. College costs continued to rise at a rate considerably more rapid than did the sources of income to disadvantaged students or to the colleges serving them.

Table 1

Projected Enrollment Compared to Actual Enrollments, 1972-73 to 1974-75

	Projected Enrollment	Actual Enrollment	Percent of Underenrollment
1972-73	5,300	5,220	1.5%
1973-74	5,300	5,137.1	3.1
1974-75	5,300	5,255.5	0.8

Table 2

Change in Enrollment by Program, 1973-74 and 1974-75

	Actual Enrollment 1973-74	1974-75	Percent of Change
A. Baccalaureate full-time	4,159.7	4,347.3	+ 4.5%
B. Two-Year	297.5	255.2	-14.2
C. Prison and part-time	679.9	653.0	- 4.0
TOTAL	5,137.1	5,255.5	

The 1974-75 approved expenditure for each student showed a slight increase over the previous year. This year a larger percentage of the HEOP money went toward supportive services and less was allotted to the area of supplemental financial assistance. This reflects both the increases in federal (BEOG) and state (TAP) entitlement programs and the need to provide quality supportive academic services to ensure success for disadvantaged students.

Table 3

Change in HEOP Expenditures
1973-74 and 1974-75

	Approved Expenditures 1973-74	1974-75	Change	Percent of Change
	Total			
	$7,088,205	$7,357,149	$268,944	3.8%
	Per Student			
Supportive Services	$476	$558	$ 82	17.2%
Supplemental Financial Assistance	904	842	(62)	(6.9)
TOTAL	1,380	1,400	20	1.4

Through careful monitoring of campus activities, HEOP made a significant improvement in using the funds appropriated. Only three percent of the appropriated moneys were returned to general State funds because of underexpenditures.

Table 4

HEOP Appropriation Versus HEOP Expenditures
1972-73 to 1974-75

	Appropriation	Approved Expenditures	Underexpenditures/ Penalties[1]	Underexpenditures/ Penalties as % of Appropriations
1972-73	$6,850,000	$6,101,005	748,995	10.9%
1973-74	7,410,000	7,088,205	321,795	4.3
1974-75	7,591,000	7,357,149	233,851	3.1

[1]Underexpenditures or penalties may result from institutions either spending grant moneys outside of approved line item budget categories, or failing to meet enrollment projections.

A major expansion of the New York State program of student financial aid began in 1974-75. The Tuition Assistance Program (TAP) enacted by the 1974 Legislature replaced the Scholar Incentive program and raised the maximum grant for undergraduates from $600 to $1,500 to reflect higher tuition costs, especially at independent colleges. These non-competitive grants are limited to tuition and are scaled down as family income rises. In 1974-75, the larger grants were available only to first-time freshmen. Under the new schedule, an additional class will receive the awards each year until the program becomes fully operational in 1977-78. Graduate students and undergraduates not eligible for the new schedule of awards, can receive TAP awards of up to $600.

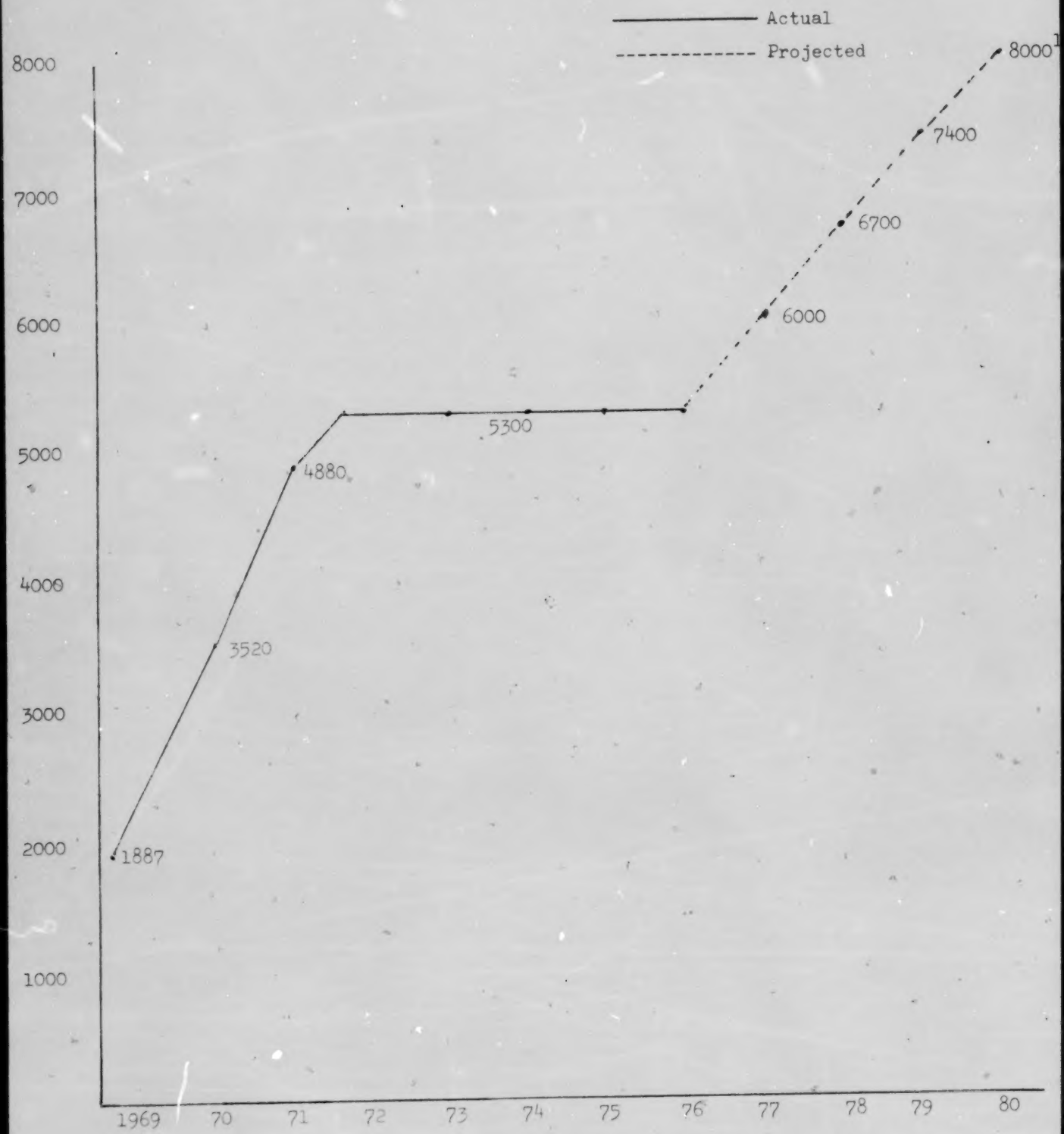
In the 1974-75 year, HEOP students received higher average student financial aid grants through the new Tuition Assistance Program, with the mean annual grant per student rising from $327 to $613. In addition, awards to the students under federal Basic Education Opportunity Grants rose from $53 to $312.

During this academic year, retention rates improved for HEOP students. Attrition rates - those leaving programs for reasons other than transfer or graduation - fell from 26.1% to 12.1%, while approximately 500 new graduates put the cumulative number of HEOP degree holders over the 2,000 mark. In spite of a tightening job market, 46.6% of HEOP graduates report employment as their first placement after college, as compared to 38.3% in 1973-74. also, the percentage of graduates going to graduate or professional schools climbed from 25% to 37.4%.

Last year HEOP expanded its services to inmates of correctional facilities by starting a fourth program at Attica, sponsored by three Niagara Frontier institutions acting as a consortium - Niagara University, Rosary Hill College, and Canisius College. About 300 inmates of State correctional facilities are now doing college work through HEOP. Students in such programs are matriculated at the sponsoring campus and are guaranteed free transfer credit upon release or parole.

Figure 1

HEOP Enrollment, Actual and Projected
1969 - 1980



[1]Regents goal as reflected in Statewide Plan for 1972 and 1976.

IV

Administration

Contracts

Each HEOP Program is administered through a separate annual contractual agreement with the State. Institutions submit proposals in February, prior to the academic year for which funding is requested, and these proposals, once reviewed and amended as necessary, become the basis for the contract. Moneys are awarded on a per student basis, and campuses failing to meet projected enrollments, or to expend all moneys properly, have their budgets adjusted accordingly. The failure to meet enrollment projections may be due to factors beyond the control of HEOP personnel, such as early semester withdrawal, academic dismissal, or withdrawal due to unexpected family problems. The continued strengthening of HEOP supportive services will result in higher retention of students and more nearly exact enrollment of the number of students projected.

This year, due to HEOP-SED's close involvement with the administration of each program and improved funding procedures, under-enrollment has been curtailed and under-expenditures were cut to a minimum. The total 1974-75 appropriation of $7,591,000 was obligated by contract with all but $233,851 actually being used.

The Campus Level

The chief executive officer of each college or university designates an administrator to serve as HEOP Project Director. The majority of Directors are responsible to Academic Deans, Vice Presidents for Academic Affairs, or other similarly high ranking academic officers. This direct link with the policy making officers for academic affairs provides the Project Director with the linkages needed to bring about curriculum changes which will help the institution to meet the needs of the non-traditional

student. Many directors have titles of Associate, Assistant, or Assistant to, the Dean which clearly indicates the program importance at the institution.

Whatever title the Project Director assumes, the job remains an all-encompassing one. The director works closely with both program and non-program students, with faculty, professional staff, local Social Services authorities, high school counselors and a host of others. The Project Director is also the institution's direct liaison with the New York State Education Department - Higher Education Opportunity Programs Bureau. While maintaining accountability to the institution, the Director is also accountable to SED-HEOP through the assigned liaison person.

The versatility of HEOP Directors is the quality which enables them to work with many diverse groups of people. The SED-HEOP central administration attribute much of the success of the programs directly to the contributions of Directors.

At each college or university the efforts of the Director are enhanced by the assistance of a supportive staff. Depending on the program design and size, that staff may be composed of one or a combination of the following: an assistant director, a coordinator of various supportive services, social workers, counselors, professional tutors, psychologists, and research personnel. Students often serve as peer counselors, tutors and administrative assistants. In addition, many other college and university personnel, especially admissions officers and financial aid counselors, contribute to the successful operation of HEOP programs.

During the 1974-75 year, the regular HEOP professional staff decreased by about 18% (Table 5). An increase in Directors helped to lessen the impact of a decrease in the number of counselors. However, the ratio of students to staff members was increased. Counseling and Remedial/Developmental/Supportive Coursework became more institutionalized, with any increases in supportive service expenditures generally applied directly to salaries (see Chapter VI).

Table 5

Supportive and Professional Staff,
1973-74 and 1974-75

	Number of Programs	Average Number of Students	Total Professional Staff (FTE)	Average Number of Students Per Staff
1973-74	63	5137.1	245.7	20.9
1974-75	70	5270.5	203.0	26.0
Change	7	133.4	(42.7)	(5.1)
Percent of Change	11.1%	2.6%	(17.4)%	24.4%

V

HEOP Students

Admissions Criteria

The 1970 legislation under which HEOP operates (New York State Education Law, Section 6451) specifies that the program is for residents of the State who are "economically and educationally disadvantaged as defined by the Regents."

The basis for judging economic disadvantage is a family income scale adjusted for the numbers of household members, modified periodically to account for inflationary trends.

Table 6

Economic Eligibility Criteria for HEOP, 1974-75

Number of Members in Household (including Head of Household)	January 1, 1973 to December 31, 1973 Gross	With Two Workers
1	3,630	4,630
2	5,140	6,140
3	6,570	7,570
4	7,860	8,860
5	8,850	9,850
6	9,320	10,320
7	9,970	10,970
8	10,260	11,260
9	10,670	11,670
10	11,220	12,220
11	11,495	12,495

The HEOP guidelines serve to limit the student population to the economically disadvantaged population of the State. While eligibility criteria do allow for some flexibility, about 50% of the new enrollees in 1974-75 came from families that earned incomes below the minimums expected for eligibility within each family size category. Only 9.7% of all new enrollees came from families whose income exceeded the normal family income eligibility scale, in spite of the fact that the Regents Rules allow for up to 15% of the students to be over the income guidelines for various economic reasons outside the control of the students. Students from families receiving public assistance are considered automatically economically eligible, and one of every five HEOP students admitted in 1974-75 was from this category (Table 7).

Table 7

Entering Students by Selected Characteristics: Size of Household, Those Receiving Veterans, Social Services, and Social Security Benefits, 1974-75

	Number of Students Who Are:			Percent Receiving Funds From:			Those Who Are Married
	Independent	From Households of 2-5	6+	V.A.	Social Services	Social Security	
1974-75	25.7	55.4	18.9	5.1	20.2	6.8	5.6

Many students were independent with virtually no income while attending college. Less than 7 percent of the new enrollees qualified for Veterans Benefits or Social Security assistance. Fewer students are in the married category. This may indicate that increased economic pressures within families are making college attendance extremely difficult.

Table 8

Percent Distribution of First-Time HEOP Students
By Income Eligibility 1974-75

	Percent of Students Who Are:		
	At the Maximum[1]	Below the Maximum	Above the maximum due to mismanagement[2] and/ or a two-worker family
1974-75	40.5	49.8	9.7

[1]Refer to Table 6.

[2]Refers to serious mismanagement of the family income. Written corroboration is required from a disinterested, reliable party for the student to be considered for admission to HEOP.

Table 9

Income Distribution of First-Time HEOP Students
By Size of Household, 1974-75[1]

Members in Household	0-3600	3601-7800	7,801 11,100	11,101-12,801+	Total
(1) Independent Student	24.4%	1.2%	0.1%	0.0%	25.7%
2-4	17.6	23.1	2.7	0.4	43.9
5-7	3.3	12.6	7.8	0.8	25.5
8-10	1.1	1.9	1.8	1.0	5.8
Average	46.4	38.9	12.5	2.2	100.0

[1]About 70% of the first-time admits came from households of fewer than five persons. Almost half of all first-time students came from households with incomes under $3,600.

From the beginning, the basic premise for determining educational eligibility has been that the HEOP student was one who normally would be excluded from regular admission to the institution because of poor high school performance and test achievement. In an attempt to standardize the criteria for academic eligibility, the Regents, in 1972-73, recognized the variety existing among the colleges and universities in the State by defining the educationally disadvantaged student as one who is non-admissable, by normally applied admission standards, to any regular academic program at the instituion. HEOP continues to urge institutions to seek out the "high risk" student rather than confining their choices to those just below the line.

Consistent with that policy is the emphasis placed on appropriate supportive services, especially in counseling and remedial or developmental coursework, since it has been found that these services do help to bring the level of competency of the academically disadvantaged student to that of his regularly admitted counterpart. The following tables illustrate that even with the permitted flexibility in admissions criteria, institutions continue to admit students from high risk categories.

The major characteristics of first time students admitted to HEOP in 1974-75 changed somewhat from previous years. Figure 2 shows that the first time students had slightly higher secondary school averages; however, almost 80% of the incoming students have high school averages below 79. Another 25% of the students did not possess an academic high school diploma.

Another indication of severe academic disadvantage is shown in Figures 3 and 4, which indicate that SAT scores were dramatically lower than

in previous years. Fully 95% of the first-time HEOP students placed below 500 on the SAT verbal score, with almost 65% scoring below 379 (Figure 3). The HEOP students who took the math test scored well below 500. Over 53% of the students scored below 379 (Figure 4).

Thus HEOP is committed to serve an ever more academically disadvantaged population. Growing campus experience has provided the sophistication and expertise in supportive services necessary to provide appropriate academic assistance to this increasingly high-risk group.

Figure 2

Distribution of High School Averages for First-Time HEOP Admits, 1974-775

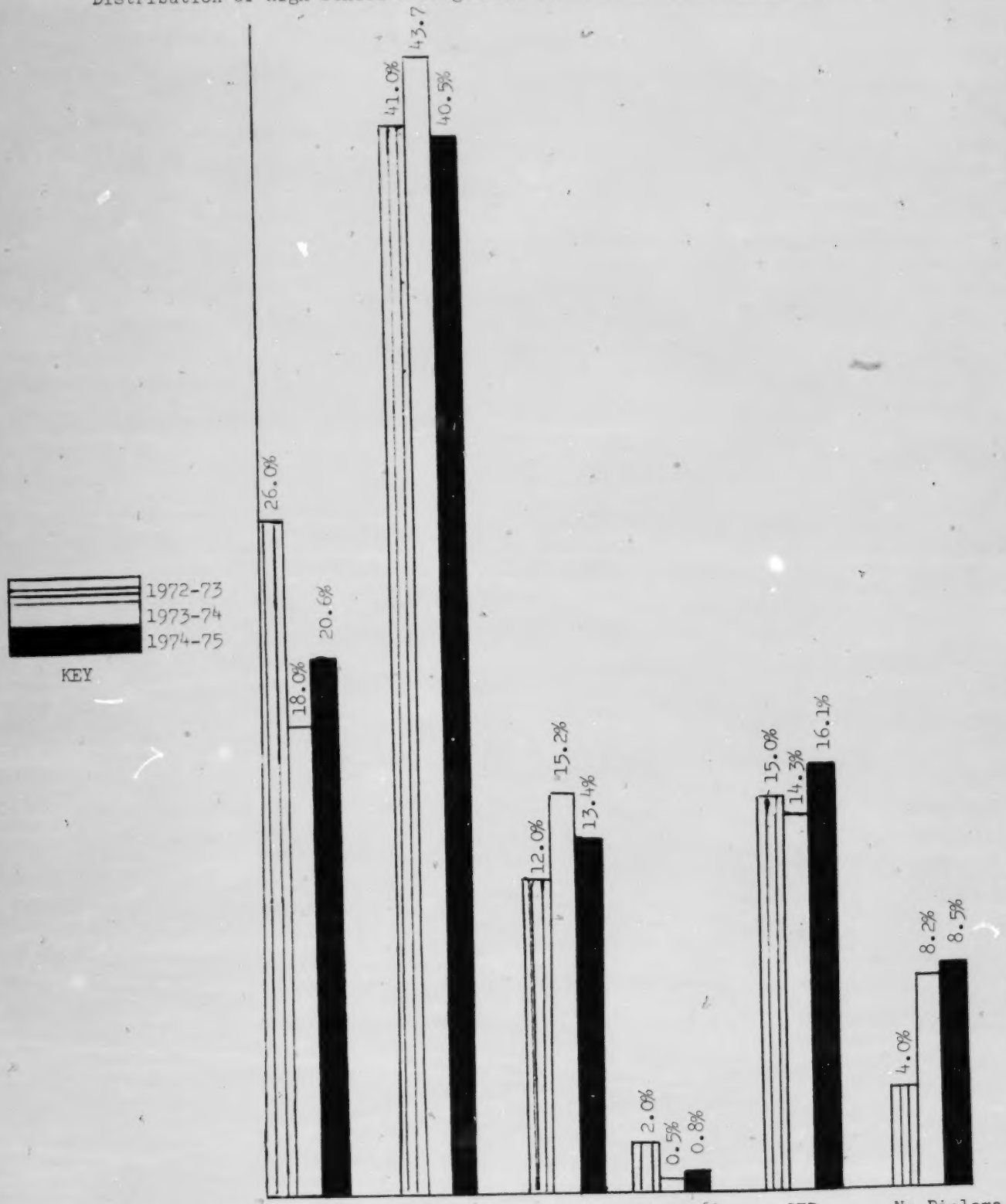


Figure 3

HEOP Student Scholastic Aptitude Scores, Verbal
1973-74 and 1974-75
Per Cent Distribution

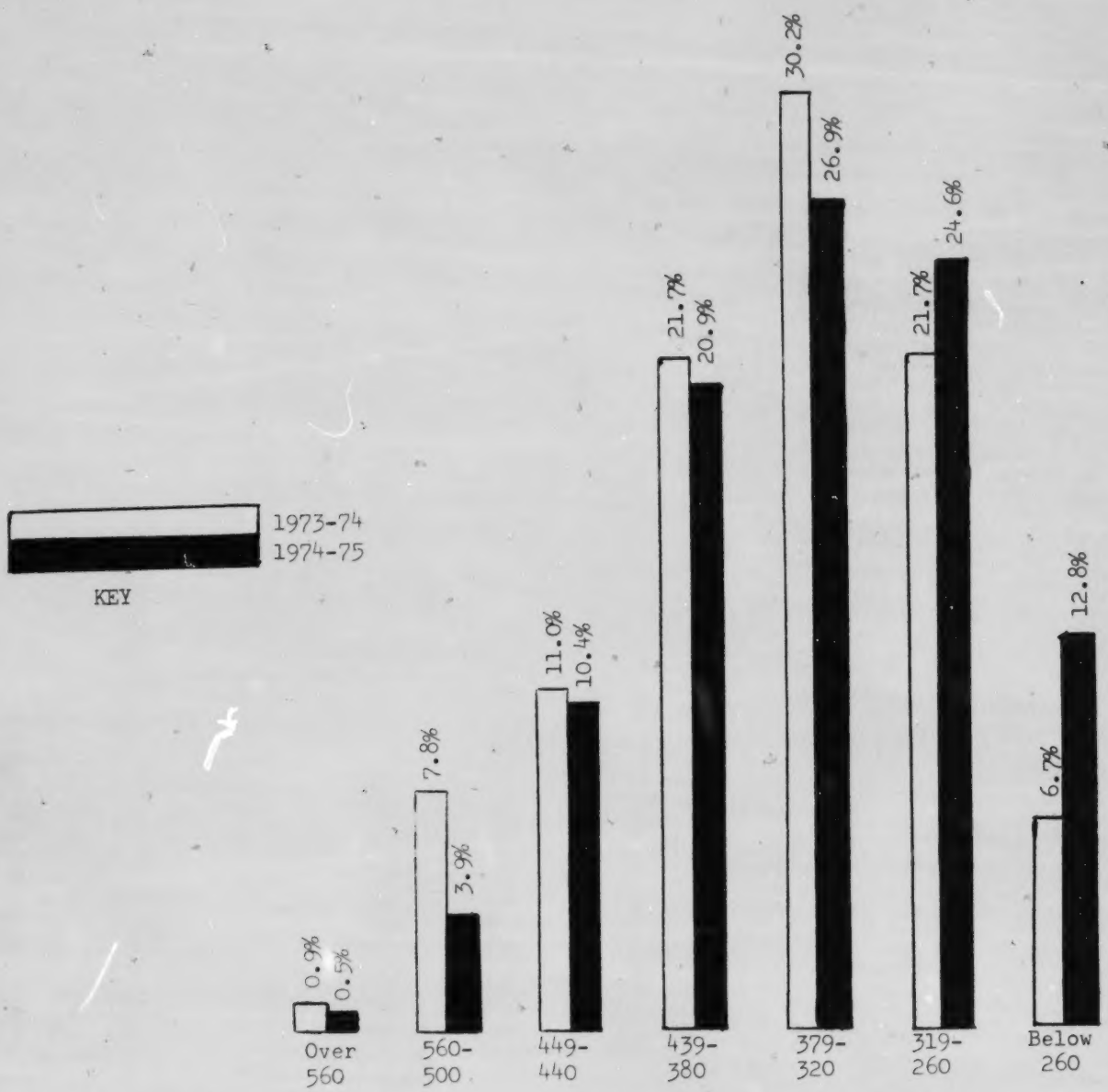
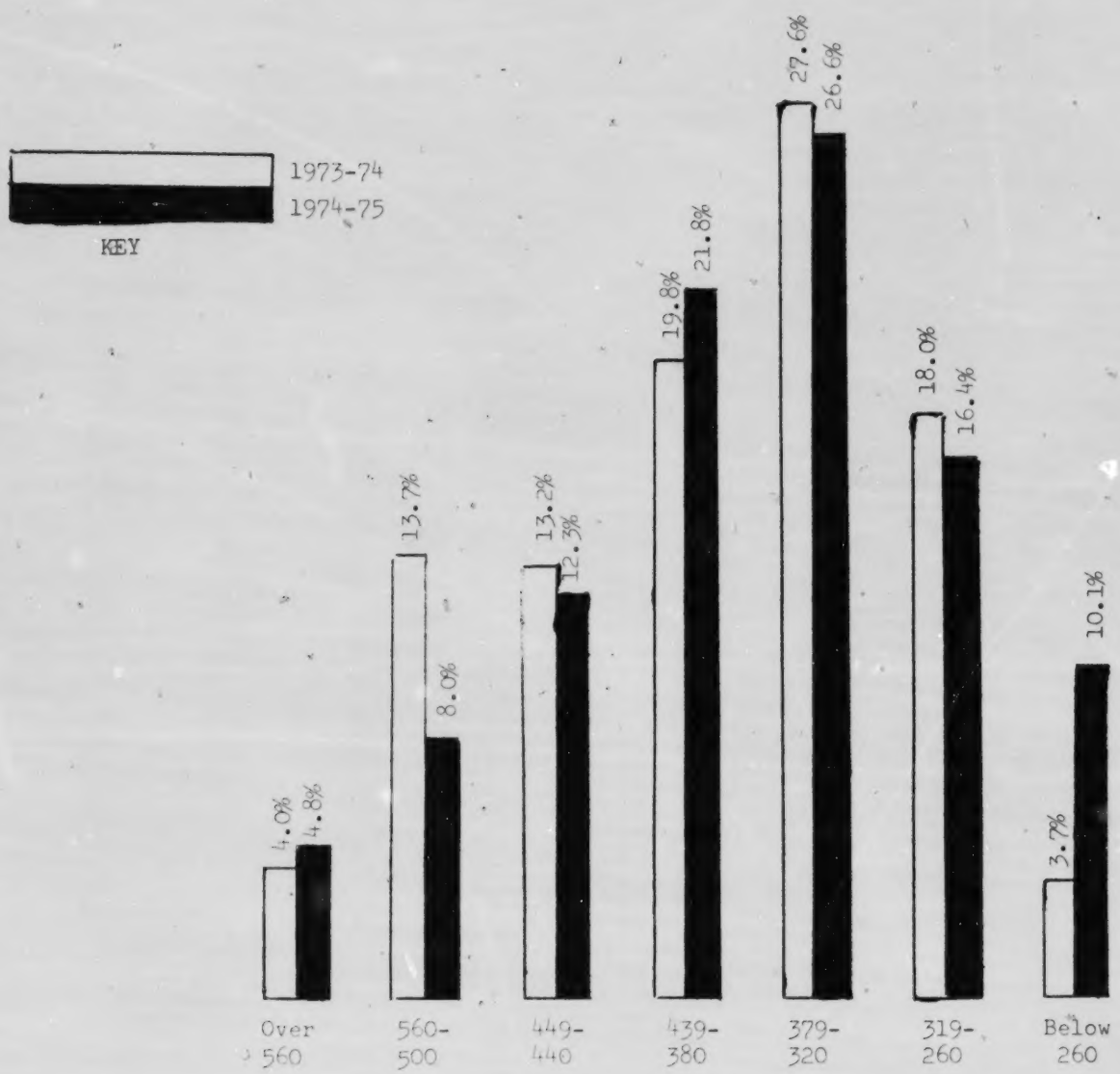


Figure 4

HEOP Student Scholastic Aptitude Scores, Math
1973-74 and 1974-75
Per Cent Distribution



Composition of Student Body

The Higher Education Opportunity Program continues to serve students from all ethnic categories. The program still serves predominantly non-white groups, those which have the greatest percentage of low income people in the state. Blacks represent a little more than 61% of the new students. This is slightly less than the percentage admitted in the previous year. Spanish surnamed and whites comprised more than 30% of the new students.

Other shifts in major characteristics of first-time HEOP students are indicated in Table 10. The percentage of younger students (under 25) decreased. The number of students from households of more than five members is increasing. More women were admitted as HEOP students. Many of these are included in the group classified as older students.

Table 10

Distribution of First-Time HEOP Students

According to Ethnicity, Age and Sex, 1974-75

	Total	less than 21	21-25	26-30	30+	Male	Female
Black	61.4%	34.0	32.8	13.2	19.9	44.6	55.4
Native American	1.6	17.7	22.1	20.4	39.8	31.0	69.0
Oriental	1.8	45.5	44.8	5.2	4.5	48.5	51.5
Spanish Surnamed	16.6	48.4	38.6	5.6	7.4	49.1	50.9
White	14.7	33.8	38.1	13.8	14.4	48.5	51.5
Other	3.9	17.8	32.7	22.4	27.0	43.1	56.9
Total	100.0	35.7	34.6	12.4	17.3	45.7	54.3

HEOP for Residents of Correctional Facilities

In the last several years, there has been an increasing interest in extending the Higher Education Opportunity Program to residents of New York State correctional facilities.

After the Attica disturbances, significant progress was made in providing HEOP services to those in prison. In the spring of 1973, a Marist College-Green Haven HEOP was funded as a pilot program.

The decision to include prisoners among the HEOP students necessitated serious attention and sensitive understanding at many levels. Prison security, inmate-student academic and social needs within and outside the prison, and inter-agency (SED and Department of Corrections as well as college/Corrections) cooperation, were the more significant concerns.

In 1974-75 HEOP was extended to Comstock Correctional Facility in Great Meadow, New York and the Coxsackie Correctional Facility in Coxsackie, New York and plans were underway for a program at Attica.

Special problems found in working with correctional facilities include the following:

1. a rigid schedule maintained by the prison;
2. the difficulty involved in holding classes during the daytime hours because of prison work schedules and the lack of classroom space;
3. the inability to bring certain teaching materials into the institution; and
4. the frequent transfer of State inmates from one facility to another.

However, the special highlights of working with prisoners must also be noted. These include:

1. the interest and dedication shown toward college courses by men in prison;
2. the special programs which bring together students, teachers and administrators;
3. special "awards day" programs which recognize the academic achievements of students; and
4. the continued interest in college attendance shown by released prisoners.

VI

Campus Programs

The Higher Education Opportunity Program has the mandate of the New York State Legislature not only to open the doors of higher education to the academically and economically disadvantaged men and women of this State, but also to provide them with the tools they need to compete successfully in that environment. Special services to HEOP students fall into the categories of remedial/developmental/supportive coursework, tutoring and counseling. They are provided first in a special pre-freshman summer session continued throughout the student's undergraduate college career as needed.

The Pre-Freshman Summer Experience

Before acceptance into an HEOP program, the student is screened to ensure that he/she meets the academic and financial eligibility guidelines. At this time, an attempt is made to ascertain the student's motivation concerning college. The student's academic weaknesses and strengths are diagnosed through the use of standardized and program-developed tests, interviews and writing samples. An individualized academic prescription is prepared and this serves as the basis for the pre-freshman summer program. Increased emphasis is now being placed on developing the program to meet the individual needs of the students.

Basically, the goals of an HEOP summer program are: 1) to orient the students to the college community in which they will be actively involved in the fall; 2) to give the students a realistic view of a college environment, including the nature of academic demands; 3) to initiate a program of academic skill-building through remedial and developmental courses; and 4) to acquaint the student with the scope and services of HEOP. The summer

program affords the students an opportunity to achieve academic success. Such success is important if the student is to develop the self-image needed to persevere in college work.

During the summer experience the HEOP staff come to know each student. This extends far beyond the scope of academic needs and includes an awareness of the student's personal history and current family situation.

To implement program goals, HEOP personnel develop a strategy of academic and personal enrichment. While the programs vary depending upon the particular campus requirements, on most campuses the program components include the following:

1) Credit and non-credit courses in basic skills, stressing the correct use of textbooks, note-taking, library skills, study preparation and work planning. Often the student is enrolled in a regular college course so that these skills may be immediately utilized. In 1974-75, 27 credit and non-credit study skills courses were offered to HEOP freshmen. Approximately 92 percent of the students successfully completed the requirements of these courses.
2) Reading skills courses through which the student's reading comprehension, speed and vocabulary are further developed. The majority of these courses are non-credit.
3) A mathematics component through which the student's skills and concepts are strengthened. In 1974-75, 44 credit courses and 34 non-credit courses were offered to over 845 HEOP summer students.

4) Language arts courses intended to increase the student's ability to use the written word. Most of these were offered for credit. The 86.7% success rate, lower than the success rate for most other course offerings, indicated a continued need for remedial work in this area.

In 1974-75, colleges and universities offered more intensive summer programs, and expended approximately 12% of the annual budget for this item. Courses met longer and more often and credit was more frequently granted for the successful completion of requirements. The class size was increased and this factor should be considered in establishing reasons for a decrease in course completion rates (Table 11).

As compared with the previous year, ten percent more courses were offered in the areas of math and science. Fewer students were enrolled in reading skill courses. The area designated as "other" included 29 credit and 9 non-credit courses (Table 12). Because these courses were often in more difficult areas, such as the natural and social sciences, the rate of successful completion was lower than in other areas (Table 13).

In 1974-75, the students in the summer program had an average successful completion rate of 88.8%. A breakdown of the percent of courses completed is given in Table 13.

Summer programs differ in residential or commuter orientation. Residential summer programs continue to be preferred because of the increased benefits that they are able to offer. At institutions with residence capabilities, an effort is made to

instill study-learning patterns in a positive supportive environment. The program is structured to improve essential basic skills; to build self-esteem through counseling; and to provide other support through peer group identity and through involvement with tutor-counselors as role models.

While the expenses are greater and the planning involved is often more detailed, the benefits of a well-run residential summer program include the following:

1) having the pre-freshmen in a single group, which allows for more individual attention and diagnosis of individual learning deficiencies and needs;
2) more time for staff to become familiar with the freshmen before the entire population returns to the campus;
3) more time to ease the anxiety of being away from home for the first-time; and
4) more importantly, placing the student in a controlled situation where success can be achieved at a far less competitive level, since the skills and abilities of the students are similar.

Often commuter summer programs are necessary in urban areas and the students make use of public transportation in traveling to and from campus. The commuter has a shorter day and less assistance from staff counselors and tutors, as he/she is usually present on campus only during class time. In this type of program, counseling and tutoring are built into the classes themselves. The total integration of the student into campus life is far more difficult to achieve in a commuter summer program.

Many indicators point to summer programs as an expense with a tangible educational pay-off. Those institutions which have not yet offered pre-freshmen summer programs will be urged to do so in the next few years.

Table 11

Summary of Summer Activities for HEOP Students,
1973-74 Compared to 1974-75

	Summer as Percent of Total Annual Enrollment	Summer Enrollment as Percent of Fall Enrollment	Duration of Courses in		Avg. No. of Credits Offered per Credit Course	Avg. No. of HEOP Students per Section
			Weeks	Hours		
1973-74	9.8%	36.6%	5.8	6.5	1.8	10.2
1974-75	11.8	38.6	6.4	6.6	2.7	12.3

Table 12

Distribution of Studies in Remedial/Developmental/Supportive Courses
Summer 1973 Compared to Summer 1974

	Study Skills	Language Arts	Reading Skills	Math/ Sciences	Other Courses	TOTAL
Percent Distribution of Students in RDS Courses:						
1973-74	8.8	26.5	20.8	22.8	21.1	100.0
1974-75	12.1	24.0	14.0	29.6	20.3	100.0
Percent Distribution of Courses:						
1973-74	11.1	24.7	20.1	23.3	20.8	100.0
1974-75	11.6	26.2	12.4	33.5	16.3	100.0

Table 13

Summary of RDS Coursework
Summer 1973 Compared to Summer 1974

	Percent Completion Rates In:					
	Study Skills	Language Arts	Reading Skills	Math/ Sciences	Other Courses	Total Courses
1973-74	89.6%	95.5%	96.5%	89.4%	94.4%	94.0%
1974-75	92.2	86.7	96.0	93.0	77.9	88.0

Academic Year Supportive Services

In 1974-75, HEOP students were offered a total of 624 separate remedial/developmental courses. These courses were offered to both regular students and HEOP students (Table 14). Table 16 illustrates that more students than in the previous year were taking courses in the areas of study skills, reading skills and language arts. The trend in 1974-75 was to provide more courses in math and science during the summer session and to emphasize verbal course offerings in the academic year programs.

Completion rates for HEOP students were higher in the fall, with an average of 81.7%, than in the spring where the average had dropped to 75.1% (Table 17). The pre-freshman summer session contributes to the success of students in the fall. Students admitted in January experience greater difficulties and have a lower rate of success than those who attend summer sessions.

More students took Remedial/Developmental/Supportive courses in 1974-75 than in 1973-74. There was an increase in the percentage of courses offered for credit.

Table 14

RDS Coursework, Academic Session, 1974-75

	No. of Sections				HEOP Students			Regular Students			No. Sts. per Section		
	Credit	Non Credit	Total	% Distribution of Sections	No. of Students	% Distribution	Completion Rates	No. of Students	% Distribution	Completion Rates	HEOP	All sts.	Percent St. per Section in HEOP
Study Skills	36	51	87	13.9	802	15.8	74.9%	617	15.8	71.6	9.2	16.3	56.6
Lang. Arts	123	53	176	28.2	1,427	28.1	84.0	1,214	31.2	79.3	8.1	15.0	54.0
Reading Skills	44	43	87	13.9	469	9.2	84.6	723	18.6	74.1	5.4	13.7	39.3
Math Skills	77	88	165	26.4	1,069	21.1	79.2	1,247	32.0	67.6	6.5	14.0	46.2
Other	63	46	109	17.5	1,306	25.7	74.6	95	2.4	65.3	12.0	12.9	93.2
TOTAL	343	281	624	100.0	5,073	100.0	79.2	3,896	100.0	73.0	8.1	14.4	56.6

Table 15

Percent Distribution of RDS Courses, Academic Session 1973-74 Compared to 1974-75

	Study Skills	Reading Skills	Language Arts	Math and the Sciences	Other Courses
1973-74	11.3	28.8	12.6	22.4	24.9
1974-75	13.9	28.2	13.9	26.4	17.5
Change	2.6	(0.6)	(1.3)	4.0	(7.4)

Table 16

Percent Distribution of NEOP Students in RDS Courses, Academic Session 1973-74 Compared to 1974-75

	Study Skills	Reading Skills	Language Arts	Math and the Sciences	Other Courses
1973-74	2.8	25.1	5.8	23.6	42.7
1974-75	15.8	28.1	9.2	21.1	25.7
Change	13.0	3.0	3.4	(2.5)	(17.0)

Table 17

Completion Rates of RDS Courses For HEOP Students
Fall 1974 Compared to Spring 1975[1]

	Study Skills	Language Arts	Reading Skills	Math Skills	Other	Average
Fall	77.3%	85.7%	85.3%	78.3%	80.3%	81.7%
Spring	70.1	81.1	82.5	78.7	69.0	75.1
Difference	(7.2)	(4.6)	(2.8)	0.4	(11.3)	(6.6)

[1]Special Sessions not included

Table 18

Tutoring Services to HEOP Students
1973-74 Compared to 1974-75

	1973-74	1974-75
Tutoring Hours	76,171	93,232
Total Number of Students Tutored	2,840	2,469
Average Number of Hours Received	26	37

Table 19 shows that more than 60% of the tutoring was done by undergraduates who worked particularly in the areas of language arts and physical science. Graduate tutors did about 25% of all tutoring while professional tutors accounted for another 10%. For 1974-75 a total of 2,469 HEOP students throughout New York State received a total of 93,232 hours of tutoring.

The increase in the distribution of tutoring to favor language arts and study skills reflects the basic weaknesses demonstrated by HEOP students' academic backgrounds and is in keeping with the academic year stress on developing strong verbal skills.

Table 19

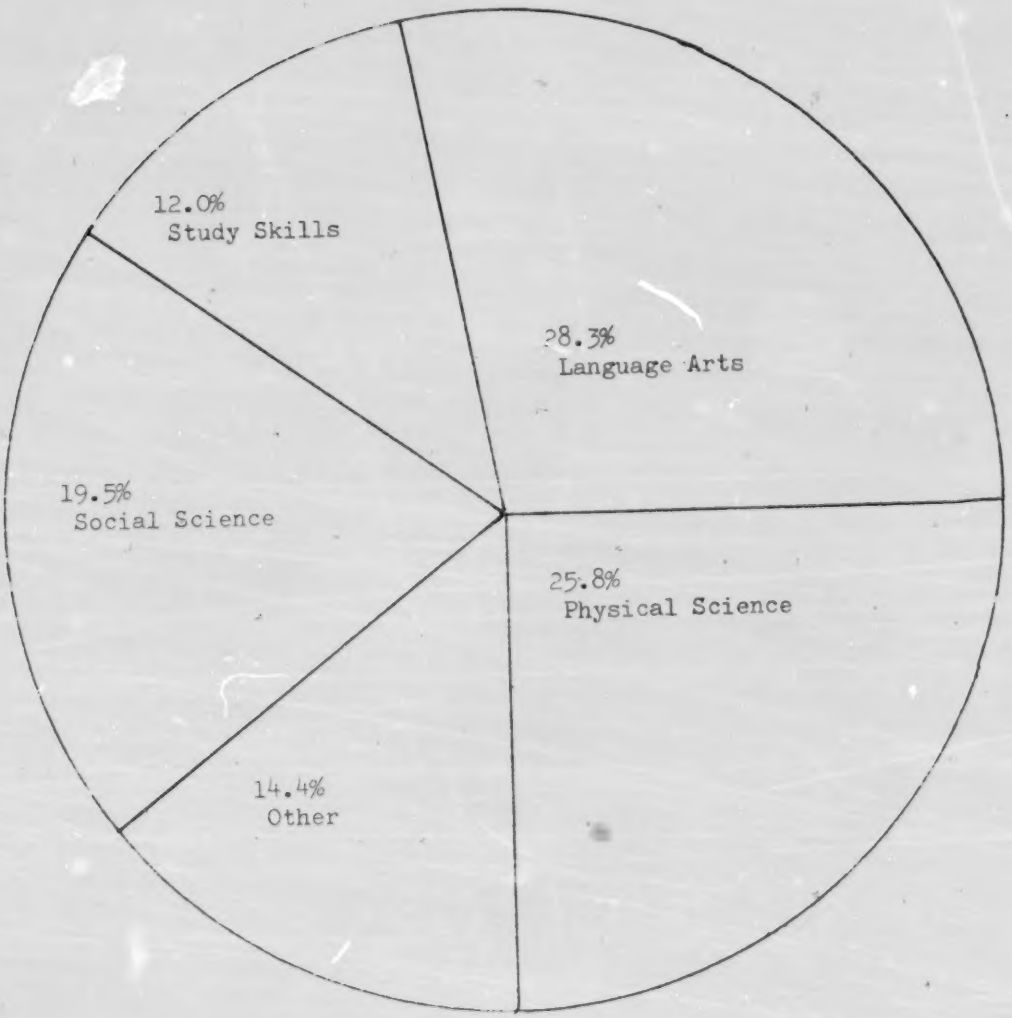
Percent Distribution of Tutors, 1974-75

Undergraduate	Graduate	Professional	Other	Total
63.7%	24.9%	9.5%	1.9%	100.0%

Three quarters of those tutored were lower division students. Although the percentage of HEOP students being tutored was 8% lower than that of 1973-74, each tutored student received more hours of help. This would indicate a greater concentration on those enrollees most in need of tutoring.

Figure 5

Distribution of Tutoring Services by Subject
1974-75



Students in the Higher Education Opportunity Program are frequently in need of special counseling. Because of academic and financial problems, the student has often acquired a poor self-image and the counselor is needed to provide support and encouragement. The general categories in which HEOP students are counselled are psychological, personal and social, educational, placement and vocational. About 41% of all counseling involved helping students deal with academic problems, including problems with instructors, decisions to drop or change courses and requests for tutoring.

Table 20

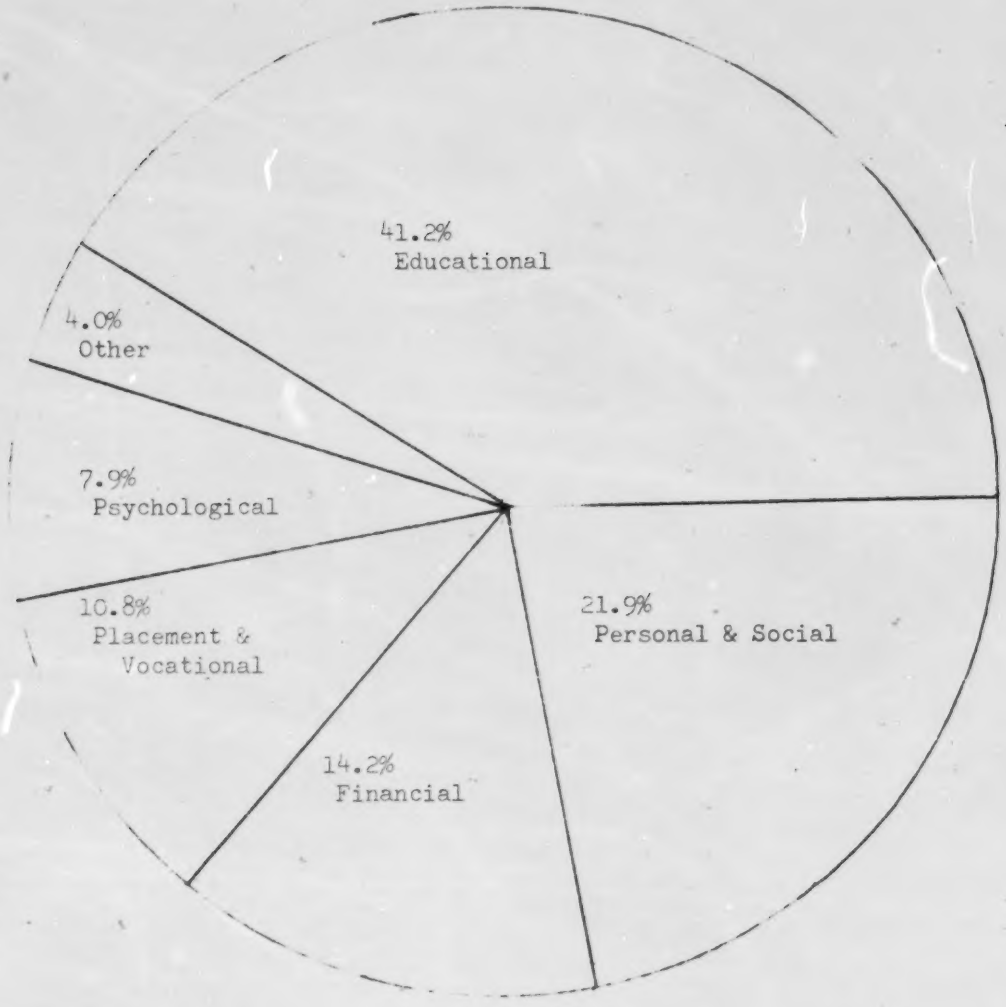
Counseling Services for HEOP Students
1973-74 Compared to 1974-75

	Number of Counselors		Number of Students
	Full Time	Part Time	
1973-74	75	208	3,048
1974-75	71	225	4,063

More students received counseling, but each for a shorter period than in 1973-74.

Figure 6

Distribution of Counseling Contacts by Purpose
1974-75



VII

Student Achievement

Grades and Credit Accumulation Rates

The most commonly used measures of success for the college student are grades, the accumulation of credits toward the degree in an appropriate time frame, and persistence through to graduation. The HEOP student is expected to take a reduced credit load in his/her early semesters. However as remedial/developmental courses increase the student's mastery of basic skills, the grade point average and the rate of credit accumulation should both increase.

This is in fact the case. All full-time students showed an increase in the number of credit hours attempted. The 2-9 semester breakdown in Table 21 indicates the average student course load. It excludes both the first semester student who carries a reduced credit load and the student who extends his/her program beyond the ninth semester and often takes an increased or decreased credit load in order to complete degree requirements. The average credit load for students in four-year colleges increased from 23 to 27 hours and the success rate of the previous year was maintained. The table indicates that students in two year colleges attempted more credit hours but that they were unable to handle the extra work attempted. Part-timers showed little change in credits attempted and only a slight rise in the rate of completion.

The results noted in Table 22 are of special importance in demonstrating the success achieved by HEOP students throughout the state. More than half of the students in all programs achieved a 2.0 or better grade point index. Students in part-time and prison programs achieved very high rates of success, indicating that students in these categories, often the older and more mature students, possess a high degree of motivation.

Students admitted during the spring term did not perform as well as those who entered during the summer and fall. Table 23 shows the difference in achievement of spring entrants as compared to the average student. Such statistics provide a strong reason for continued summer programs for entering students.

Table 21

Coursework for HEOP Students
1973-74 and 1974-75

	Average Credits All Students			Average Credits Students 2-9 Semesters		
	Attempted	Completed	Percent Completion	Attempted	Completed	Percent Completion
Four Year						
1973-74	23.3	19.5	83.7	24.6	20.7	84.1
1974-75	27.0	22.8	84.5	28.0	23.8	85.1
Two Year						
1973-74	22.4	18.3	81.8	25.0	20.6	82.5
1974-75	25.4	14.4	69.5	26.0	19.2	73.6
Part Time						
1973-74	15.2	10.4	68.4	14.1	10.0	70.7
1974-75	13.9	10.0	72.0	15.6	11.5	73.4

Table 22

Grade Point Averages for HEOP Students
1974-75

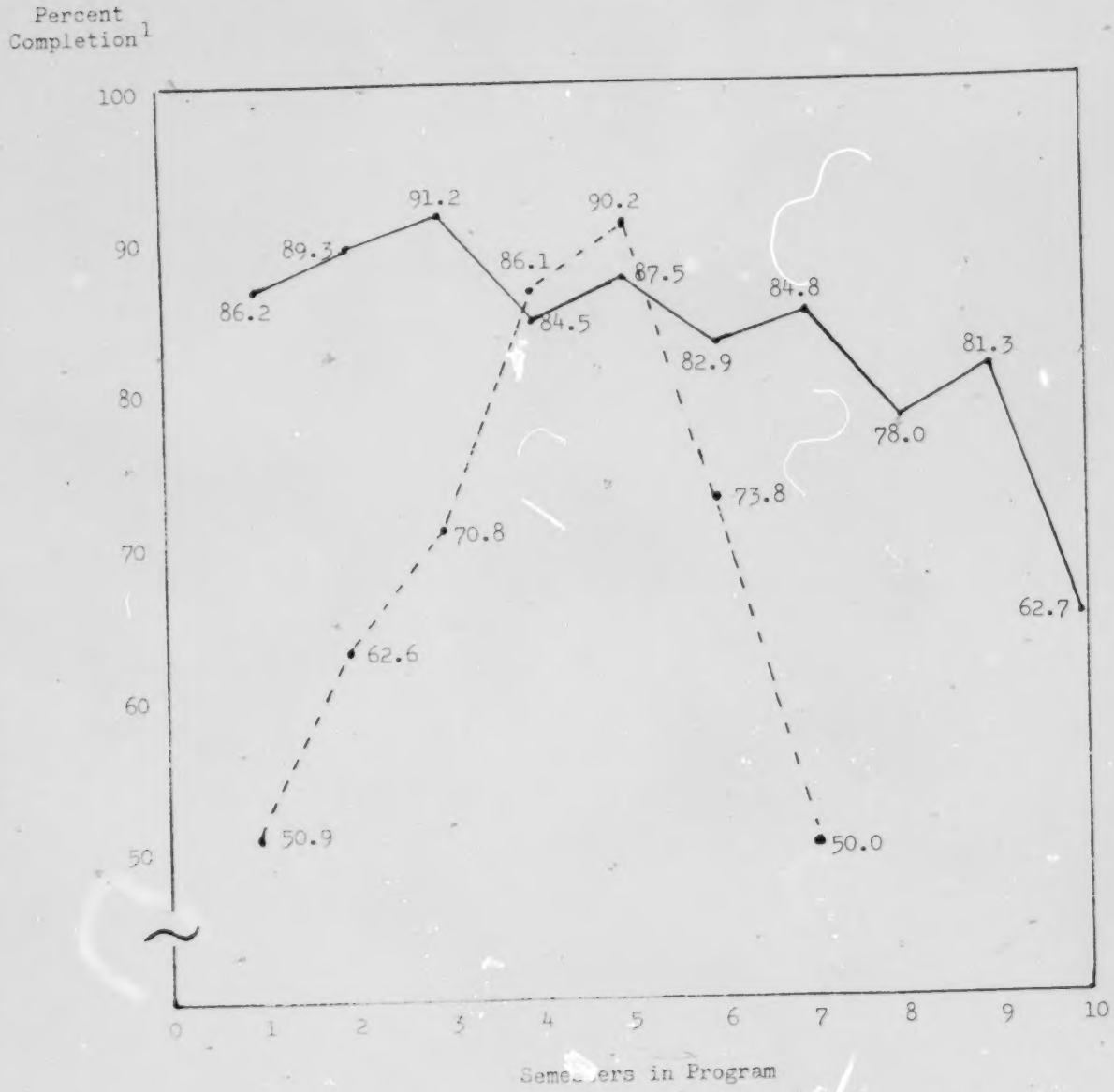
By Programs:	0 - .99	1.0 - 1.9	2.0 - 2.9	3.0 - 4.0
Four Year	9.3	22.9	51.5	16.4
Two Year[1]	16.0	14.6	33.1	20.7
Part-Time/Prison	14.9	11.2	39.0	34.8
Mean	13.4	16.2	41.2	24.0

[1]15.6% not available

Figure 7

Rate of Course Completion for HEOP Students

1974-75



[1]Total credits completed divided by total credit attempted.

Table 23

Performance of HEOP Spring Entrants
Compared to Average HEOP Performance,
1973-74 and 1974-75

	Completion Rates of Courses Attempted		Percent of Students On Track[1]		Percent of Students Having 2.0 GPA	
	Four-Year	Two-Year	Four-Year	Two-Year	Four-Year	Two-Year
1973-74						
HEOP Average	83.7%	81.8%	86.3%	49.9%	69.2%	71.2%
Spring Entrants[1] Average	79.4	68.8	70.3	36.7	53.9	78.2
1974 75						
HEOP Average	87.4	74.4	84.2	82.2	69.2	59.4
Spring Entrants[1] Average	76.9	69.2	60.1	69.8	54.0	54.8

[1]The student "on track" will have earned at least 12 credit hours per semester.

Choice of Major

About half of the HEOP students at two-year institutions chose to major in business and commerce (Tables 24 and 25). Liberal arts majors represented about 25%. Since liberal arts majors at two-year institutions typically matriculate in upper division studies upon graduation, it is likely that at least one-fourth of the HEOP students expect to continue their education beyond the junior college level.

Among juniors and seniors at four-year institutions, the social sciences continue to be the major field chosen by HEOP students (Table 26). Almost half of the male students have selected majors in the top three national favorites - social science, business management, and education. Women favored social science, education and psychology.

Table 24

Subject Area Distribution for Freshman and Sophomore HEOP Students in Associate Degree Programs[1]
1974-75

Percent Distribution of Programs:	Business and Commerce	Data Processing	Health Services and Paramedical	Mechanical & Engineering	Natural Sciences	Public Services	Other	Liberal Arts	Undecided	Total
Four year colleges & universities	9.9	3.9	6.1	8.8	2.2	16.0	9.9	42.5	0.6	100.0
Two year & junior college	48.6	0.5	1.9	0.0	0.5	10.1	13.0	25.5	0.0	100.0
Part-time & prison programs	3.6	0.0	0.7	0.0	0.4	1.1	5.5	19.8	68.9[1]	100.0
Average	20.7	1.5	2.9	2.9	1.0	9.1	9.5	29.3	23.2	

[1] 99.9% of these students are freshmen.

Table 25

Subject Area Distribution for Sophomore HEOP Students in Associate Degree Programs,
1974-75

Sophomores	Business and Commerce	Data Processing	Health Services and Paramedical	Mechanical & Engineering	Natural Sciences	Public Services	Other	Liberal Arts	Undecided	Total
Men	17.7	0.8	1.6	4.8	3.2	15.3	14.5	41.9	0.0	37.1
Women	21.9	0.5	1.4	0.0	0.0	7.6	8.1	1.0	0.5	62.9

Table 26

Junior and Senior Enrollment by Subject Area, 1974-75
(Five Most Popular Majors)

	1	2	3	4	5	Sub-Total	Percent of Total by Sex
HEOP							
Men	Social Science	Business/ Mgt.	Education	Fine & Applied Art	Other		
percent	24.5	15.6	7.4	6.8	6.6	60.9	47.6
Women	Social Science	Education	Psychology	Health Profession	Business/ Mgt.		
percent	23.7	16.1	10.0	6.6	6.2	62.6	52.4
TOTAL	Social Science	Education	Business/ Mgt.	Psychology	Other		
percent	24.1	11.8	10.9	8.3	5.5	61.7	100.4
Nat'l. 1972[1]	Business or Commerce	Education	Biological and Health Sciences/Social Sciences		Humanities	NA	NA

[1]Selected Statistical Notes of American Education, 1975 Edition, HEW, NCES 75-509.

Separation

Of the approximately 25% of the HEOP population leaving in 1974-75 for reasons other than graduation, only about one out of four left for academic reasons (Table 27). Since the HEOP student is especially vulnerable to crises in the family, it is not surprising that the greatest single factor given for attrition was that of personal reasons.

Table 27

Program Separation
1974-75 Compared to 1973-74[1]

Conditions	Percent Leaving	
	1974-75	1973-74
Transfer[2]	13.6%	14.8%
Academic Dismissal	26.8	15.3
Academic Leave of Absence	5.4	6.4
Financial	4.6	8.9
Medical	5.6	7.2
Personal	31.0	23.5
Other	13.0	23.9

[1]Malcolm-King not included.

[2]These students continued their education at another institution.

Table 28

HEOP Enrollment by Term, 1974-75

	Summer	Fall	Winter	Spring
Enrollment[1]	1,932.0	5,373.0	930.0	5,385.5
Percent readmits/transfers	2.5	6.5	5.3	4.9
Percent first-timers	47.3	13.5	4.9	9.0
Percent continuing students	50.2	80.0	89.8	86.1

[1]These are not full-time equivalents. Refer to Table 1.

Table 29

Distribution of First Timers by Term of Entry
Summer 1972 through Spring 1975

Term	1972-73	1973-74	1974-75
Summer	27.8	36.7	42.1
Fall	44.0	30.1	33.4
Winter	5.5	2.8	2.1
Spring	22.7	30.5	22.4

Retention

HEOP utilizes four definitions of retention which are modifications of those proposed by the American Council on Education. They are:

1) Percent who returned for a third semester
2) Percent who graduated
3) Percent who graduated and transferred
4) Percent who graduated, transferred and are in attendance for the 9th semester in a baccalaureate program or the 7th semester in an associate degree program.

Table 30 displays this data for full-time programs. These have been restricted to classes in attendance for the extent of their eligibility (although all students may not have exhausted their own eligibility).

While the four-year student showed a lower persistence to the third semester, HEOP students demonstrated a slightly higher rate of success in attaining the degree. The rate of graduation declined 10.3 percentage points but remained higher than the national average. The increase in transfers brought the average for definition three closer to the national average. The almost 18 percent difference in definition four indicates that there is a very high rate of graduation among those in attendance beyond seven semesters. Few students prolong their studies into the ninth and tenth semesters.

Persistence to the third semester for two-year students was also substantially below the national average which indicates that most attrition occurs in the early years of a student's career. The graduation rate declined over 45% but remained almost 4% over the national average. The increase in transfers helped to maintain the rate of graduates and transfers well above the national average: however, as with baccalaureate programs, few students remained in attendance for an extended period. Thus, definition four for HEOP students was 20% below the national average.

Table 30

Over 11 Retention Rates of HEOP Students

Compared to National Averages

	Definitions			
Four Year	1	2	3	4
1969-70	---	65.1	69.2	78.4
1970-71	---	45.8	50.5	62.5
Average	71.4[1]	53.4	57.9	68.8
National Average	78.0	47.0	58.5	81.0
Difference	(6.6)	6.4	(0.6)	(12.2)
Percent Difference	(9.2)	12.0	(1.0)	(17.7)
Two Year				
1971-72	---	55.6	65.5	71.8
1972-73	---	30.5	41.5	45.8
Average	57.7[1]	39.4	50.0	55.0
National Average	66.0	38.0	40.5	66.0
Difference	(8.3)	1.4	9.5	(11.0)
Percent Difference	(14.4)	3.6	19.0	(20.0)

[1]Based on data for classes entering 1971-72; 1972-73; 1973-74

Retention Definitions: 1 - Returned for a third academic term. 2 - Received a degree. 3 - Received a degree or returned for a fifth year in a bachelor's degree program or a third year in an associate degree program. 4 - Received a degree, returned for a fifth year in a bachelor's degree program or a third year in an associate degree program or transferred out.

1974-75 Graduates

Despite present economic trends, 42% of four-year graduates intended to work after graduation (Table 32). More than 70% preferred employment in areas other than education. Almost 31% are continuing graduate education and one-third of these men and women intended to continue in professional schools. Volunteer work and military service were not popular among HEOP graduates.

About one-third of the two-year graduates (chiefly those with degrees in business and commerce) found employment. More than 41% matriculated at four-year colleges.

Since its inception, HEOP has graduated more than 2,700 students. While HEOP increased the number of students ever enrolled by 15.9%, graduates increased by 36.8%.

Table 31

Percent of Graduates Compared to Total Number of Students Enrolled in HEOP 1973-74 and 1974-75

Total:	Up to End of 1973-74	Up to End of 1974-75
A. Enrolled	14,177	16,438
B. Graduates	1,990	2,757
C. % Graduates of Total Enrolled (B/A)	14.0%	16.9%

Table 32

Placement of 1974-75 HEOP Graduates by Expressed Intention

	PERCENT DISTRIBUTION										
		Employment									
1974-75	Armed Forces	Education	Other	Grad. School	Professional School	Voluntary Work	Gov't. Service	Other	Matriculation at Sr. College	Undecided	Total
Four Year	0.2	12.4	29.3	21.2	11.3	0.2	2.2	6.1	2.0	15.2	100.0
Two Year	0.0	4.7	30.2	0.0	0.0	2.3	4.7	2.3	44.2	11.6	100.0
Part-Time	0.0	3.4	1.7	3.4	3.4	0.0	0.0	0.0	88.1	0.0	100.0
TOTAL	0.1	11.2	27.1	18.4	9.9	0.3	2.1	5.4	11.8	13.7	100.0

Program Financing and Student Financial Aid

Student Financial Assistance

In order to be eligible to receive HEOP funds, students must be both educationally and economically disadvantaged. The Regents have set an operational definition of economic disadvantage in terms of gross family income according to family size. Generally, families with gross incomes at or below the level set in the HEOP guidelines can contribute nothing toward the college costs faced by students from these families. Thus, providing adequate aid to HEOP students is critical to the success of the program. Institutions participating in HEOP are required to demonstrate that adequate financial aid will be available for program students, to limit to reasonable amounts the "self-help" student and family contribution of work, loans and savings. At the same time, rising costs are causing serious problems for non-HEOP as well as HEOP students, and many institutions are confronted with problems of how to distribute their limited funds in an equitable manner among all students.

Each year financial aid officers submit standard budgets to be used in needs analyses for determining student aid. Table 33 shows the average figures used by financial aid officers in making up financial aid packages for HEOP students. In 1974-75 budgets had increased only slightly. As will be shown later, this may be due to decisions to include only direct institutional expenses within the budget.

The difference between the total amount needed by the student, as reflected in the student budget, and the amount of aid available for all sources, is what is known as the aid gap, or the unfunded portion of the budget. As stated earlier, it is unrealistic to expect the student

Table 33

Distribution of Budgeted College-Going Costs for Opportunity Students

1973-74 Compared to 1974-75

College Going Costs	Four-year				Two-year			
	1973-74	1974-75	Change	Percent of Change	1973-74	1974-75	Change	Percent of Change
Educational[1]	$2,557	$2,821	234	10.3	$1,500	$1,781	281	18.7
Living[2]	2,441	2,204	(237)	(9.7)	2,757	2,502	255	(9.22
Total	4,99	5,025	27	0.5	4,257	4,283	26	0.6

[1]Including tuition, fees and books.

[2]Includes room and board for resident students and transportation and lunches for commuters

Table 34

Average Costs[1] Compared to Average Aid[2]

1973-74 and 1974-75

	Four-year				Two-year			
	1973-74	1974-75	Change	Percent of Change	1973-74	1974-75	Change	Percent of Change
Average Budget[3]	$4,998	$5,025	$ 25	0.5	$4,257	$4,283	$ 26	0.6
Average Aid	3,058	3,943	435	12.4	1,426	1,906	480	33.7
Difference Unmet Needs	1,490	1,082	(408)	(27.4)	2,831	2,377	(454)	(16.0)
Percent of Difference	29.8	21.5	(8.3)	(27.9)	66.5	55.5	(11.0)	(16.5)

[1] Educational and maintenance costs to the student as reflected in typical student budgets submitted by institution.

[2] Including grants, work and loans (all sources except student and family)

[3] Includes all categories of students (weighted)

or his/her family to be able to make more than a modest contribution from family earnings. The students who are eligible for HEOP come into the program with serious academic and financial needs. For this reason they are not encouraged to hold full-time jobs or to take out sizable loans. However, in 1974-75, financial reality did cause students to borrow money and to hold jobs. This was especially true of the students attending the two year colleges.

In 1974-75 the average student budget for the HEOP student showed an increase of only $27 over that of the 1973-74 budget (Table 33). This represents only a minimal increase. However, the cost of fees and books had increased by more than 10%. Although inflation had resulted in high increases in living costs, the budgets used at the campuses for HEOP students actually showed a 10% decrease in living costs. This would seem to indicate that most institutions were working with financial aid packages which included only tuition, fees, books, room and board for residents, and tuition, fees, books, transportation and lunches for commuters. In fact, institutions have shifted more of the budget into categories for which payments are made directly to the institutions. This imposes a special hardship on the commuter student who must find money for rent, food, personal expenses and the like.

The sources of outside aid to the HEOP student fall into three categories: Institutional Aid, State Aid and Federal Aid.

The category of Institutional Aid includes grants, waivers, loans and work which are provided by the college or university. As indicated in Table 35, HEOP students received less from this category than they did in the previous year. Table 36 compares the percent of institutional aid provided for HEOP students with that provided for all other students.

Table 35

Sources of Financial Aid for HEOP Students in Four-Year Colleges

1973-74 and 1974-75

		Four-year			
		Average Award		Change	
	Source	1973-74	1974-75	Amount	Percentage
STATE	HEOP	$ 931	$ 826	$- 105	- 11.3%
	TAP B	409	48	- 361	- 88.3
	TAP C	0	783	783	0
	NYHEAC Loans	171	168	- 3	- 1.8
INST	Grants and Waivers	833	685	- 148	- 17.8
	Loans	8	2	- 6	- 7.5
	Work	14	9	- 5	- 35.7
FEDERAL	BEOG	65	480	415	38.5
	SEOG	414	314	- 100	- 24.2
	NDSL	296	112	- 184	- 62.2
	CWSP	121	17	- 104	- 86.0
	V.A.	129	109	- 20	- 15.5
	Social Security		28		
	Other Grants	117	362	245	209.4
TOTAL	Total	$3508	$3943	407	11.6

Table 36

Financial Aid to HEOP Students as Percent of Total Aid Distributed Campus-wide:

HEOP Students as Percentage of Total Recipients:

1973-74 and 1974-75

	Percent of Awards to HEOP Students		HEOP Students as Percent of Recipients	
	1973-74	1974-75	1973-74	1974-75
Institutional Aid:				
Direct Grants	14.6	10.1	19.2	9.9
Waivers	4.2	27.2	9.8	52.7
Loans	2.0	0.4	2.1	0.9
Work	2.2	1.0	2.9	1.7
Federal and Other Aid:				
BEOG	70.9	26.9	47.8	24.0
SEOG	52.2	37.8	60.6	43.9
NDSL	10.2	9.8	16.1	13.5
CWSP	13.9	7.7	15.0	9.1
V.A. & Soc. Sec.	10.7	6.7	11.7	7.1
Other Grants	15.4	8.0	15.7	6.0
State Aid:				
TAP B	10.6	13.4	9.0	10.4
TAP C	--	10.0	--	5.1
NYHEAC Loan	3.9	1.9	7.9	2.4

In 1973-74, about 12% of institutional aid went to HEOP students, but by 1974-75 this percentage had dropped to about 7%. The average student received $685 from institutional aid in 1974-75 as compared with $833 received the previous year (Table 35).

State and Federal aid sources have been used much more extensively in the 1974-75 academic year, with a corresponding decrease in the amount of institutional aid awarded to HEOP students. The new Tuition Assistance Program accounted for significantly higher amounts for HEOP students. For the four-year student, the average Scholar Incentive/Tuition Assistance Award increased from $409 in 1973-74 to $831 in 1974-75 (Table 35). This represents an increase of more than 100%. For the two-year student, the average Scholar Incentive/Tuition Assistance Award increased from $160 in 1973-74 to $401 in 1974-75. This represents an increase of more than 150%. The increase in State assistance was needed to offset the declining institutional commitments and the spiraling costs of education (Table 36).

The average HEOP grant per student in financial aid dropped from $931 in 1973-74 to $826 in 1974-75. The use of HEOP funds is discussed in the last section of this chapter.

From the Federal sources, the major increase was through the newly enacted Basic Educational Opportunity Grant Program. While these grants were available to freshmen only during the 1973-74 academic year, both first and second-year students were granted awards in 1974-75. The average award amounted to $480. Institutions continued to receive Supplemental Education Opportunity Grants to aid upper level disadvantaged students. While opportunity programs represent a large portion of the disadvantaged population on campus, only 37 percent of SEOG funds went to them. This was a decrease of 14 percent from the previous year.

The financial aid sources available to HEOP students from federal sources are shown in detail in Table 35. During 1974-75 federal aid represented 32% of all aid available to the HEOP student.

HEOP Program Financing

Institutions were awarded a total of $7,591,000 from the HEOP program in 1974-75. This represents an average of $1,400 for 5,255 students. As explained earlier, not all funds were spent. However, significant gains continued to be made in the effective use of HEOP funds. In 1972-73, 5% of the HEOP allocation was returned because of underexpenditure. Due to careful cooperation between SED-HEOP staff and field personnel, underenrollment and underexpenditures dropped significantly during 1974-75. Only about 3% of the appropriate fund was returned to the state because of underexpenditures.

The distribution of approved HEOP expenditures is shown in Table 37. The major change in 1974-75 from 1973-74 is in the area of supportive services. Increases in TAP and BEOG awards were applied to Supplemental Financial Assistance. Hence, 4% less HEOP money was alotted to this category in 1974-75. Instead, the area of supportive services, which include tutoring, counseling, and testing, received 20% more HEOP funds.

Professional salaries and benefits increased by almost 18%, reflecting increases in both salaries and personnel. Expenditures for all professional personnel increased by 15.6%. Travel expenditures were higher to allow for attendance at regional meetings. SED provided a series of area meetings and workshops to train administrators.

Table 37

HEOP Expenditures

1973-74 and 1974-75

Category	Amount 1973-74	Amount 1974-75	Percent of Change
Total Supportive Services:			
Professional Personnel and Benefits	$1,808,492	$2,170,359	20.0%
R.D.S.[1]	248,087	198,643	-19.9
Other Professional Personnel	106,323	132,429	24.6
Student Assistants	255,175	389,929	52.8
Testing Supplies and Materials	14,443	14,714	1.9
Travel	12,911	29,429	127.9
Total	2,445,431	2,935,502	20.0
Supplemental Financial Assistance:			
Regular Tuition	2,183,167	1,890,787	-13.4
Maintenance	2,048,491	2,045,287	- 0.2
Books	411,116	492,929	19.9
Total	4,642,774	4,429,003	- 4.6
Total	$7,088,205[2]	$7,357,149	3.8

[1]Includes all charges. Can be tuition or salaries.

[2]Differences are due to rounding.

In 1974-75, HEOP funds represented less than one-third of the total expenditures required to operate the program (Table 38). For every HEOP dollar, the institutions expended eighty-eight cents and the Federal Government $1.63. Institutions contributed $5.7 million and Federal sources $11.2 million for total expenditures of $24.3 million.

While more funds from all sources were expended in Student Financial Assistance (SFA) than in the previous year, HEOP paid for most of the personnel and only 22% of the financial aid. Federal and other sources contributed little to supportive services but accounted for most of the SFA. Since SFA represented the greatest expense, Federal and other sources represent the largest single source of funding.

Table 38

Total Program Expenditures and Distribution by Source

1974-75 Compared to 1973-74

A. Supportive Services	HEOP	Institution	Federal & Other	Total 1974-75	Total 1973-74	Percent of Change from 1973 to 1974
Professional Personnel and Benefits	2,170,359	952,266	151,472	3,274,097	2,559,939	27.9
RDT Personnel and Tuition	198,643	242,114	44,221	484,978	279,689	73.4
Other Professional Personnel	132,429	20,684	12,400	165,513	381,041	-56.6
Student Assistants and Benefits	389,929	59,485	49,294	498,708	139,830	256.7
Clerical & Secretarial Personnel & Benefits	NA[1]	218,801	40,429	259,230	192,976	34.3
Consumable Supplies & Materials	14,714	53,847	9,576	78,137	51,061	53.0
Equipment	NA[1]	13,890	40,100	53,990	17,024	217.1
Travel	29,429	25,609	400	55,438	36,486	51.9
Indirect Expenses	NA[1]	678,486	14,000	692,486	1,125,419	38.5
Supportive Services Total	2,935,502[2]	2,265,182	361,892	5,562,576	4,783,465	16.3
B. Student Financial Aid[3]	4,429,003[2]	3,468,680	10,914,533	18,812,216	17,801,754	5.7
TOTAL EXPENDITURES	7,357,149[2]	5,733,862	11,276,425	24,367,436	22,585,219	12.3

[1]Not an HEOP reimbursable expense.

[2]Differences due to rounding.

[3]Includes regular tuition, maintenance and books.

Table 39

Grants to Opportunity Students Compared to Budgeted Costs

1973-74 Compared to 1974-75

	Four Year		Two Year	
	1973-74	1974-75	1973-74	1974-75
Total Average Grant in Aid[1]	$ 2898	$ 3635	$ 1311	$ 1831
Less Educational Costs	2557	2821	1500	1781
Remainder for Living Costs	341	814	(189)	50
Less Living Costs	2440	2204	2757	2502
Remainder: Unmet Need	(2099)	(1390)	(2946)	(2452)
Unmet Need as a Percent of Grant	72.4	38.2	224.7	133.9

[1]Sources included are shown on Table 40.

Table 39 shows the financial plight of the two-year student. TAP and BEOG provided for an increase in the money available to the student. However, this money went directly to educational costs. The student received limited financial aid for living expenses. The "unmet need" amounted to an average of $2,452 for one year.

Table 40

Grants in Aid for HEOP Students

1973-74 Compared to 1974-75

	Four-Year				Two-Year			
	1973-74	1974-75	Change	Percent of Change	1973-74	1974-75	Change	Percent of Change
HEOP Grant	$ 931	$ 826	(105)	(11.3)	$ 611	$ 611	0	0.0
SIRCS/TAP B&C	409	831	422	103.2	160	401	241	150.6
BEOG	65	480	415	638.5	49	323	274	559.2
SEOG	414	314	(100)	(24.2)	123	71	(52)	(42.3)
Other Aid/Grants	117	362	245	209.4	48	95	47	97.9
V.A. Social Security	129	137	8	6.2	105	117	12	11.4
Institutional Grants/Waivers	833	685	(148)	(17.8)	215	213	(2)	(0.9)
	833	685	(148)	(17.8)	215	213	(2)	(0.9)
Total	$2,898	$3,635	737	25.4	$1,311	$1,831	520	39.7

IX

Program Evaluation

Ongoing self-evaluation is considered one of the inherent responsibilities of managing higher education opportunity programs. In 1974-75, all Higher Education Opportunity Programs were requested to initiate and report on internal evaluations of selected programmatic components. Each institution is now required to determine the effectiveness of its supportive services in a formalized way. The methodology used may be one of several standard formats outlined in an Evaluation Manual prepared by HEOP/SED and available to all directors. Results of each campus study are forwarded to SED with the Final Report.

Synopses of some of the more interesting 1974-75 work appear below.

Reading Program: Fordham University, Rose Hill Campus

The HEOP staff at Fordham evaluated their Reading Improvement Program for the 1974-75 year. There were two performance objectives in the evaluation. First improvement of basic reading skills such that a student reached his appropriate level of reading based on a national norm; and second, at least a one-to two-year improvement in reading ability for each student regardless of his current level of reading ability.

Study and comprehension skills were emphasized in the course. There were three program phases and prior to and after each phase, the Nelson-Denny Test was used to measure the reading level of each student.

From July 1974 to May 1975, 93 of the 99 students (94%) who participated in the Reading Program made substantial progress and achieved at least one of the performance objectives - a 13.1 reading level or ½ year's improvement according to the Nelson-Denny Test.

Results of a questionnaire given the students indicated that students considered the self-directed, individualized method as most profitable and that they were convinced of the need to continue work on improving their skills.

Peer Counseling: Rosary Hill (Daemen) College

A questionnaire was designed for the purpose of measuring the extent to which a peer counseling program effects attitudinal change in educationally and economically disadvantaged students. Under this program, peer counselors were assigned to specific students. Contacts with students were made approximately three or four times over the semester. Academically related problems were the major concern of the students. Personal problems were sometimes discussed with the peer counselor.

An attempt was made to assess the effect of peer counseling on the following attitudes: the raising of the student's academic interests, the increasing of student's expectation of success, and the incorporation of the students into the mainstream of the college community.

Through the counseling office, interviews were arranged and conducted for students in the program. Analysis of results indicated that peer counseling had a positive effect on the students involved. Students rated the counselors as encouraging and genuinely concerned and helpful.

Tutoring Program: Manhattan College

The goal of the tutorial component at Manhattan College for 1974-75 was to improve the credits attempted - credits completed ratio. This was accomplished with the use of better tutoring forms, the anticipation of tutoring needs, earlier efforts to secure tutors for students who needed them, and the assignment of all tutoring matters to one of the HEOP counselors.

The HEOP staff anticipated a need for tutoring in science, math and business courses. Of a total of 41 courses tutored during the year, 37 were courses in science, math and business. Of a total of 36 passing grades in tutored courses, 29 were in math and science courses or math-related business courses such as accounting.

Of the 29 passing grades of tutored math and science or math-related courses, there were five A's, eight B's, nine C's, and seven D's. Generally, the periodic evaluations made by tutors of their tutees concerning progress seemed to predict accurately the ultimate outcome of the course. Whenever evaluations were negative, the final course grade was not passing. Also, the more tutoring hours that a tutee received, the more likely his tutored course grade would be a passing one.

Tutoring data indicate the numbers and percentages of students who were tutored by year in terms of courses passed, courses failed, course withdrawals, and range of passing grades. Results showed that the percentage of courses passed in comparison to courses failed was significantly higher in 1974-75 than in any of the years since 1971.

College Prep Program: Dowling College

Dowling College evaluated the central goals of a pre-freshman academic program on the basis of data related to the performance of students who participated in the Prep from 1971 through 1974. The College Preparatory Summer Program was found to be an effective learning experience for the students who participated.

With the experience of the Prep, these students performed well in their first year's courses. Approximately 63% -- 64 out of the 101 students enrolled -- earned at least a "C" average during their initial year. Even more encouraging was the retention of Prep students. Although inferior in academic preparation, a greater percentage of Prep students stayed at Dowling than all other students admitted at the same time. The first year attrition rate of Prep participants entering Dowling the fall semesters of 1971, 1972, and 1973 was only 22% compared to a first year attrition rate of 31% for all other students. The first year attrition rate of HEOP students participating in the Prep was only 17%. Expressed in actual numbers, 167 of the 539 students regularly admitted to Dowling during the fall semester of these three years, dropped out before beginning their second year. Had their attrition rate been that of the Prep students participating in the Higher Education Opportunity Program, only 92 would have left Dowling before beginning their second year.

A primary concept in the College Prep program is early attention to students' academic needs. Secondly, the attention given to students' academic needs is offered on an individualized basis. Pre and post-testing in each course enables the student to see what progress he or she makes.

Validity of Entrance Test: Columbia University - General Studies

In this project Columbia attempted to establish the validity of the GSAE, the entrance exam for the School of General Studies, as a predictor of scholastic achievement. Using a sample of ninety (90) currently enrolled students, the staff correlated the students' test scores with their cumulative grade point average. It was found that the correlation was not significant. The results indicated that the entrance exam, by itself, is not a reliable predictor of academic performance. The test's primary function in the admission process should be placement and diagnosis of the applicant's present performance level.

When HEOP and non-HEOP students were compared, no outstanding, consistent difference was found in their academic performance. In light of the differences in the academic preparation of these two groups, the accomplishments of the HEOP group can be attributed to the supportive services they received and their high level of motivation.

APPENDIX A

Entering H.E.O.P. Students Profiles by Academic Preparation[1]

Institution	Percent Freshmen With: Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
Bard College	0	14	64	10	100
Canisius College	24	11	81	49	98
Colgate College	0	0	0	0	92
Cdl. of Mt. St. Vincent	62	0	86	86	100
College of New Rochelle	35	19	65	NA	100
College of St. Rose	14	57	36	NA	100
Columbia College	0	0	20	4	84
Columbia-General Studies	19	31	47	87	NA
Cornell University	0	0	46	11	71
C.W. Post	0	14	86	NA	100
Dowling	60	16	60	53	100
Elmira College	0	0	93	100	100
Fordham - Lincoln Center	28	6	94	19	100
Fordham - Rose Hill	0	3	48	35	100
Hamilton-Kirkland	0	7	29	36	79
Hobart-William Smith	0	13	19	31	94
Hofstra University	2	2	75	62	91
Iona	82	18	82	100	100
Ithaca	6	0	63	50	94
Keuka	0	0	60	26	68
LeMoyne	8	8	67	45	64
Long Island University	63	8	33	80	100

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Institution	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
Manhattan College	18	0	18	35	100
Manhattanville	14	14	76	81	100
Marist College	0	22	56	NA	88
Marymount	38	5	76	94	100
Marymount/Manhattan	56	4	92	82	100
Mercy College	11	22	63	73	100
Molloy	67	30	63	87	NA
Mt. St. Mary	46	15	69	90	100
Nazareth	100	0	100	40	100
NYIT-New York	35	24	71	92	100
NYIT-Old Westbury	2	17	65	65	100
New York University	0	17	77	34	98
Niagara University	62	8	29	83	100
Nyack College	17	0	100	100	100
Pace - New York	0	0	50	NA	92
Pace - Westchester	0	0	75	NA	100
Polytechnic Inst. of New York	24	28	44	29	100
Pratt Institute	14	0	97	84	100
Rensselaer Polytech. Inst.	0	0	11	0	100
Rochester Inst. of Technology	18	4	61	52	88
Rosary Hill	0	4	48	65	100
Russell Sage	0	0	78	22	100

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Institution	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
St. John Fisher	0	25	71	57	100
St. John's University	9	28	72	76	90
St. Lawrence University	0	0	22	38	89
Siena College	0	7	53	69	93
Skidmore	0	0	60	90	100
Southhampton of L.I.U.	42	7	75	94	100
Syracuse University	0	2	93	64	100
Union College	0	0	87	73	92
Utica College	0	3	74	62	96
Vassar College	0	0	18	22	73
Wagner College	0	11	81	74	100
Albany Business College	48	31	45	79	NA
College for Human Services[2]					
Culinary Institute	13	13	87	100	NA
Elizabeth Seton	47	40	47	71	100
Junior College of Albany	65	31	48	69	100
JCA - Coxsackie	0	44	NA	NA	NA
Malcolm-King	59	26	NA	NA	NA
University College of Syracuse	36	21	50	79	75

[1]Not included: Barnard, University of Rochester, Harriman, Mater Dei.

[2]No freshmen admitted.

APPENDIX B

Entering H.E.O.P. Student Profiles by Certain Characteristics[1]

	Percent of Freshmen Receiving			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Bard College	36	7	7	0	14
Barnard College	30	0	0	0	0
Canisius College	68	14	17	0	65
Colgate College	33	8	0	41	0
College of Mt. St. Vincent	14	14	5	0	24
College of New Rochelle	14	17	0	0	24
College of St. Rose	29	0	0	21	36
Columbia College	16	8	0	0	0
Columbia - General Studies	6	0	19	0	66
Cornell University	11	20	0	0	3
C.W. Post College	27	11	0	0	33
Dowling College	32	20	8	44	20
Elmira College	0	7	7	0	57
Fordham-Rose Hill	30	11	0	0	0
Fordham-Lincoln Center	12	21	0	0	0
Hamilton-Kirkland	20	7	7	0	7
Hobart-Wm. Smith	20	13	7	0	57
Hofstra University	22	0	0	0	7
Iona College	27	9	18	0	22
Ithaca College	19	19	10	0	19
Keuka College	0	5	0	0	0
LeMoyne College	8	17	8	0	17
Long Island Univ.	38	5	0	0	30

	Percent of Freshmen Receiving:			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Manhattan College	11	0	0	0	11
Manhattanville	9	9	5	5	18
Marist College	12	0	3	3	33
Marymount/Manhattan	12	8	4	12	32
Mercy College	42	17	8	0	26
Molloy College	43	3	13	7	3
Marymount College	14	0	0	0	24
Mount Saint Mary	32	0	8	25	8
Nazareth College	2	2	0	0	0
NYIT-NY	3	1	3	0	36
NYIT-OW	30	4	2	0	28
New York University	30	3	0	0	4
Niagara University	33	20	13	4	8
Nyack College	9	9	0	0	18
Pace-New York [2]					
Pace-Westchester [2]					
Polytechnic Inst-NY	28	12	4	8	4
Pratt Institute	7	7	0	21	31
RPI	12	0	0	0	0
Rochester Institute of Technology	21	11	4	4	14
Rosary Hill College	0	22	19	0	7
Russell Sage College	15	8	8	0	8
St. John Fisher	42	14	0	0	0
St. John's University	9	7	15	4	31
St. Lawrence University	0	0	0	0	0

	Percent of Freshmen Receiving:			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Siena College	7	27	7	0	0
Skidmore College	5	0	5	5	0
Southampton of LIU	33	28	4	0	0
Syracuse University	59	12	5	2	0
Union College	0	0	0	0	27
University of Rochester	8	0	0	0	0
Utica College	2	2	12	10	15
Vassar College	9	9	9	0	0
Wagner College	33	7	4	0	30
Albany Business	69	7	3	0	24
College of Human Services[2]					
Culinary Institute	7	7	13	13	40
Elizabeth Seton	30	7	0	0	33
Harriman College	0	40	0	0	0
Junior College of Albany	23	2	4	8	27
Mater Dei College					
JCA Coxsackie	NA	NA	NA	NA	100
Malcolm-King	12	0	2	4	23
Marist/Greenhaven	NA	NA	NA	NA	NA
NYIT	3	1	3	0	36
Niagara Frontier/ Attica	0	0	30	24	70
University Syracuse	59	12	5	2	0
University Without Walls	0	0	0	0	0

[1]Not included: Mater Dei

[2]No freshmen admitted

Appendix C

HEOP Student Profiles
Demographic Characteristics of All Students

Institution	Percent of HEOP Students Who Are: Black	Spanish Surnamed	White	Other	Under 21	Over 25	Male	Female
Bard College	53.7	34.1	12.2	0.0	51.2	4.9	61.0	39.0
Barnard College	22.2	50.0	4.4	13.4	37.8	0.0	0.0	100.0
Canisius College	88.4	2.2	6.5	2.9	56.5	13.0	36.2	63.8
Colgate College	55.3	36.8	5.3	2.6	63.2	36.8	63.2	36.8
College Mt. St. Vincent	66.7	18.5	14.8	0.0	53.7	20.4	7.3	92.6
College of New Rochelle	67.1	22.8	10.1	0.0	44.3	20.3	0.0	100.0
College of St. Rose	52.7	10.9	36.4	0.0	14.5	38.2	47.3	52.7
Columbia-General Studies	56.1	31.6	6.1	6.2	0.0	66.3	59.2	40.8
Columbia College	44.6	39.1	4.3	12.1	75.0	0.0	100.0	0.0
Cornell University	54.1	31.6	6.3	19.8	57.7	3.6	49.5	50.5
C.W. Post	75.3	12.7	12.0	0.0	59.3	7.3	50.7	49.3
Dowling	44.8	12.9	41.4	9.0	27.6	41.4	38.8	61.2
Elmira College	30.0	7.5	62.5	0.0	47.5	5.0	57.5	42.5
Fordham-Rose Hill	31.5	58.5	7.7	2.3	74.6	1.2	53.5	46.5
Fordham-Lincoln Center	37.0	47.5	11.7	3.8	42.6	.6	38.9	61.1
Hamilton-Kirkland	56.6	15.5	22.6	5.7	58.5	0.0	62.3	37.7
Hobart-William Smith	46.5	39.5	11.6	2.4	53.5	4.7	65.1	34.9
Hofstra University	79.3	15.7	5.0	0.0	75.2	0.0	49.6	50.4
Iona	60.0	18.3	21.7	0.0	33.3	26.7	46.7	53.3
Ithaca	65.6	24.6	9.8	0.0	55.7	4.9	42.6	57.4
Keuka	48.6	20.0	28.6	2.8	68.6	5.7	0.0	100.0
LeMoyne	76.2	11.9	11.9	0.0	45.2	14.3	42.9	57.1
Long Island University	67.7	22.2	7.4	2.7	2.7	43.2	38.5	61.5
Manhattan	41.6	44.9	7.9	5.6	51.7	3.4	91.0	9.0

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Institution	Percent of HEOP Students Who Are: Black	Spanish Surnamed	White	Other	Under 21	Over 25	Male	Female
Manhattanville	62.3	21.7	7.2	5.6	50.7	5.8	42.0	58.0
Marist College	52.1	22.9	25.0	0.0	39.6	19.8	65.6	34.4
Marymount	71.8	17.9	10.3	0.0	42.3	11.5	0.0	100.0
Marymount/Manhattan	66.3	32.6	1.1	0.0	37.2	14.0	2.3	97.7
Mercy College	69.7	13.1	17.2	0.0	38.6	30.3	53.1	46.9
Molloy	62.9	22.2	13.3	2.5	35.6	42.2	0.0	100.0
Mt. St. Mary	82.0	8.0	10.0	0.0	22.0	32.0	34.0	66.0
Nazareth	27.3	27.3	45.5	0.0	54.5	0.0	9.1	90.9
New York Inst. of Tech.-NY	73.0	4.9	21.3	0.8	43.4	23.8	50.0	50.0
New York Inst. of Tech.-OW	75.9	20.4	1.9	1.8	33.3	16.7	51.3	48.7
New York University	54.3	26.5	12.5	6.7	38.1	8.8	38.1	61.9
Niagara University	51.3	2.6	41.0	5.1	50.0	16.7	51.3	48.7
Nyack College	54.5	36.4	9.1	0.0	54.5	18.2	63.6	36.4
Pace - New York	64.3	28.6	3.6	3.5	57.1	6.0	57.1	42.9
Pace - Westchester	78.3	13.0	4.3	4.4	52.2	8.7	39.1	60.9
Polytech. Inst. of N.Y.	59.5	13.5	8.1	18.9	43.2	8.1	91.9	8.1
Pratt Institute	68.2	22.7	5.7	3.4	11.4	22.7	63.6	36.4
Rensselaer Polytech. Inst.	52.8	36.1	8.3	2.8	100.0	0.0	75.0	25.0
Rochester Inst. of Tech.	68.6	22.7	5.7	3.4	20.7	21.5	63.6	36.4
Rosary Hill	62.6	2.7	33.8	1.3	48.6	17.6	20.3	79.7
Russell Sage	61.2	19.4	19.4	0.0	100.0	0.0	0.0	100.0
St. John Fisher	76.2	11.9	11.9	0.0	42.9	14.3	61.9	38.1
St. John's University	69.1	16.8	14.1	0.0	30.9	18.8	65.1	34.9
St. Lawrence University	60.0	0.0	35.0	5.0	60.0	0.0	65.0	35.0

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Institution	Percent of HEOP Students Who Are: Black	Spanish Surnamed	White	Other	Under 21	Over 25	Male	Female
Siena College	65.6	15.6	18.8	0.0	68.8	0.0	62.5	37.5
Skidmore	61.5	15.4	23.1	0.0	41.0	0.0	25.6	74.4
Southampton of L.I.U.	91.4	0.0	5.7	2.9	54.3	17.1	37.1	62.9
Syracuse University	73.2	15.7	6.3	4.8	61.4	6.3	54.3	45.7
Union College	57.1	11.4	28.6	2.9	74.3	5.7	62.9	37.1
University of Rochester	82.4	10.3	2.9	4.4	83.8	0.0	45.6	54.4
Utica College	69.7	8.2	22.1	0.0	36.1	12.3	50.8	49.2
Vassar College	40.0	8.0	44.0	8.0	64.0	0.0	16.0	84.0
Wagner College	60.0	34.3	4.8	0.9	59.0	1.9	45.7	54.3
Albany Business College	75.5	0.0	24.5	0.0	36.7	24.5	34.7	65.3
College of Human Services	50.0	33.3	16.7	0.0	0.0	83.3	38.9	61.1
Culinary Institute	73.3	6.7	20.0	0.0	46.7	26.7	80.0	20.0
Elizabeth Seton	50.0	28.6	21.4	0.0	85.7	3.6	7.1	92.9
Harriman College	40.0	40.0	20.0	0.0	100.0	0.0	0.0	100.0
Junior College of Albany	65.9	4.4	29.7	0.0	29.7	33.0	46.2	53.8
Mater Dei	0.0	0.0	42.3	57.7	7.7	67.3	26.9	72.1
JCA-Coxsackie	40.9	15.5	43.6	0.0	82.7	0.0	100.0	0.0
Malcolm-King	90.7	6.0	0.5	2.8	1.7	83.7	31.8	68.2
Marist/Greenhaven	66.3	7.6	26.1	0.0	0.0	90.2	100.0	0.0
New York Inst. of Tech.	62.6	2.6	33.1	0.7	12.6	63.2	44.6	55.4
Niagara Frontier/Attica	42.4	3.0	42.4	12.2	0.0	90.2	100.0	0.0
University College of Syr.	61.2	2.2	31.3	5.3	13.8	50.9	39.3	60.7
University Without Walls	76.7	6.7	16.6	0.0	0.0	20.0	100.0	0.0

APPENDIX D

Full-Time Enrollment, Conditions of Separation from Program and Graduates

I Four-Yr. Programs	Average Headcount Fall-Spring	Grads 1974-75	Separation Conditions				Grads to 6/75
			Trans Out	Academic Leave	Dis-missal	All Other	
Bard	42	8	1		3		16
Barnard	45	6				3	9
Canisius	130	12	6		16	13	33
Colgate	37	7					18
Coll. Mt. St. Vin.	58			1		2	25
Coll. of New Roch.	77	14	4	2	5	6	53
Coll. St. Rose	52	6	5	1	7	11	12
Columbia College: Columbia Univ.	94	15			4	8	33
Columbia College: General Studies	98	8			7	2	
Cornell	116	6	1			6	
C.W. Post	142	29	4	14	2	10	60
Dowling	110	16	1	4		5	37
Elmira	40	6	1		3		16
Fordham:Lincoln Center	163	50		1		7	338
Fordham: Rose Hill	259	58	5	3	14	20	
Hamilton/Kirkland	55	8	1	1	1	3	27
Hobart/Wm. Smith	41	7	1	1		1	15
Hofstra	122	8	1	4	4	7	117
Iona	59	8		2	3	7	13
Ithaca	74	14			3	1	70
Keuka	34	6		2	2	2	21
LeMoyne	42	7			3		20
Long Island Univ.	380	26		1	19	11	37
Manhattan College	90	15		3	5	7	30
Manhattanville	66	10	2		7	6	48
Marist	103	9	4		21	4	34
Marymount	70	13			4	14	38
Marymount Manhattan	84	11	1	1	2	18	34
Mercy	62	6	4	6	6	22	25

I Four-Yr. Programs	Average Headcount Fall-Spring	Grads 1974-75	Separation Conditions				Grads to 6/75
			Trans Out	Academic Leave	Dis-missal	All Other	
Molloy	45					5	
Mt. St. Mary	49	6	1		4	2	21
Nazareth	22	3				2	12
NYIT	55		4		3	12	
NYIT (O.W.)	351	2	15	2	32	127	4
NYU	328	60			8	9	429
Niagara	76	6	4	1	3	9	11
Nyack	9					4	
Pace	NA[1]						
Pace, Westchester	26		1		4		
Polytechnic Inst NY	32	8	1	1		8	14
Pratt	101	7		1	6	15	11
RPI	37	6	1		5	1	14
RIT	112	29	2	1	13	8	62
Rosary Hill	72	8	1	2	7	3	10
Russell Sage	36	3	1		3	2	4
St. John Fisher	41	7					15
St. John's Univ.	134	14	3		12	14	24
St. Lawrence Univ.	20	6			2		12
Southampton College	29					10	
Siena	32	2				2	4
Skidmore	39	8		1			36
Syracuse	124	20		1	6		52
Univ. of Rochester	68	20		1	6		70
Union	36	3	2	3		5	12
Utica	115	16	3	2	26	8	49
Vassar	26	1			1		17
Wagner	103	10	3	2	13	3	21
II Two-Yr. Programs							
Albany Business Clg	48				3	20	
Culinary Inst. of America	15				1	2	
Elizabeth Seton	29	10	1		1	2	16
JCA	88	15	3	4	15	15	19
Mater Dei	145	18	1	0	4	27	31

II Two-Yr. Programs	Average Headcount Fall-Spring	Grads 1974-75	Separation Conditions				Grads to 6/75
			Trans Out	Academic		All Other	
				Leave	Dis-missal		
JCA Coxsackie Corr. Facility	NA[1]						
Malcolm-King Harlem Ext.	NA	46				92	
Marist/Green-haven Corr.	NA						
University Clg. of Syracuse Univ.	221	13	3	1	6	40	32
Niagara Frontier Cons./Attica	NA						
University With-out Walls	NA[1]						

[1]Not available

APPENDIX E

HEOP Approved Expenditures and Enrollments
1974-75

Program	Average Annual Enrollment	Approved Expenditures	Dollars Per Student
Bard	37.5	$ 56,638	$1510
Barnard	44	40,673	924
Canisius	108.2	160,603	1485
Colgate	32.7	51,837	1585
College of Mt. St. Vincent	53	87,285	1647
College of New Rochelle	70.5	100,650	1428
College of St. Rose	43	71,178	1655
Columbia College	91	128,532	1412
Columbia-Gen. St.	89	167,771	1885
Cornell	109	144,621	1327
C.W. Post	120	182,258	1519
Dowling	101.5	162,063	1597
Elmira	37.3	51,300	1875
Fordham:Lincoln Cntr.	154.5	246,033	1592
Fordham: Rose Hill	244	368,305	1509
Hamilton-Kirkland	51.7	79,500	1538
Hobart/Wm. Smith	40	54,335	1358
Hofstra	115	153,254	1333
Iona	54.5	81,052	1487
Ithaca	71	106,023	1493
Keuka	33.7	45,550	1352
LeMoyne	38.5	56,634	1471
Long Island Univ.	256	434,367	1697

Program	Average Annual Enrollment	Approved Expenditures	Dollars Per Student
Manhattan College	78.5	$ 122,303	$1558
Manhattanville	60.5	96,197	1590
Marist	89	150,844	1695
Marymount	62.5	106,562	1705
Marymount/Manhattan	72.5	123,971	1710
Mercy	113.5	121,855	1074
Molloy	36.5	53,904	1477
Mt. St. Mary	42	6,611	1443
Nazareth	21.5	30,904	1437
NYIT-NY	45	54,211	1205
NYIT-OW	184.2	274,177	1488
NYU	315	416,820	1323
Niagara University	69	103,050	1493
Nyack College	11	9,968	906
Pace-New York	77	109,025	1416
Pace-Westchester	23.5	35,305	1502
PINY	27	39,513	1463
Pratt	85	128,286	1509
RPI	34.5	47,882	1388
Rochester Inst.of Tech.	106.3	178,791	1681
Rosary Hill	67	107,684	1607
Russell Sage	34.5	49,640	1439
St. John Fisher	35.5	43,559	1227
St. John's University	116.5	165,854	1424
St. Lawrence University	20	27,538	1377
Siena College	30.5	39,688	1301

Program	Average Annual Enrollment	Approved Expenditures	Dollars Per Student
Skidmore	36.2	$ 53,592	$1480
Southampton of LIU	24.5	38,750	1582
Syracuse University	117	190,000	1624
Union College	33.5	48,120	1436
Univ. of Rochester	65.5	100,400	1533
Utica College	97	159,700	1646
Vassar College	24	32,000	1333
Wagner College	96	139,092	1449
Albany Business Coll.	34.5	49,069	1422
Coll. of Human Services	15.7	17,055	1086
Culinary Inst.	14.5	20,402	1407
Elizabeth Seton	25	37,000	1480
Harriman College	4	5,400	1050
JCA	67	92,001	1373
Mater Dei	94.5	129,500	1370
JCA Coxsackie	30.8	21,000	683
Malcolm-King	377.6	211,949	561
Marist/Greenhaven	45.3	41,938	927
Niagara Frontier/Attica	8.3	13,923	1677
Univ. College Syracuse	129	107,501	833
University Without Walls	62	31,364	506

Appendix F

Institutional Aid to HEOP Students, 1974-75

Institution	Direct Grant # of Sts.	Direct Grant Avg. Award	Waiver # of Sts.	Waiver Avg. Award	Loans # of Sts.	Loans Avg. Award	Work # of Sts.	Work Avg. Award	Avg. Inst. Award Per Student
Bard	41	1,423	41	307	0	0	5	832	1,832
Barnard	42	762	0	0	2	850	0	0	803
Canisius	4	574	0	0	0	0	0	0	17
Colgate	34	1,536	0	0	0	0	0	0	1,450
Mt. St. Vincent	54	710	0	0	0	0	0	0	710
New Rochelle	70	834	0	0	10	80	10	236	799
St. Rose	39	450	0	0	0	0	0	0	344
Columbia	89	2,269	0	0	0	0	10	500	2,249
Columbia-General Stud.	6	567	0	0	0	0	0	0	35
Cornell	111	1,965	0	0	2	750	0	0	1,979
C.W. Post	146	245	0	0	0	0	0	0	256
Dowling	98	708	0	0	0	0	0	0	631
Elmira	39	1,791	3	100	0	0	10	300	1,829
Fordham, Lincoln Cen.	141	542	0	0	0	0	0	0	493
Fordham, Rose Hill	238	535	0	0	0	0	0	0	490
Hobart-Wm. Smith	41	891	0	0	0	0	0	0	891
Hofstra	119	1,261	0	0	0	0	0	0	1,261
Iona	60	636	0	0	0	0	0	0	636
Ithaca	71	1,587	0	0	0	0	0	0	1,587
Keuka	16	867	0	0	0	0	0	0	414
LeMoyne	42	559	0	0	0	0	0	0	559

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Institution	Direct Grant # of Sts.	Direct Grant Avg. Award	Waiver # of Sts.	Waiver Avg. Award	Loans # of Sts.	Loans Avg. Award	Work # of Sts.	Work Avg. Award	Avg. Inst. Award Per Student
St. John Fisher	38	625	0	0	2	335	6	274	636
St. John's	134	370	0	0	0	0	0	0	370
St. Lawrence	20	1,387	1	1,387	0	0	11	266	1,591
Siena	27	567	0	0	0	0	0	0	494
Skidmore	37	2,323	0	0	0	0	0	0	2,323
Southampton Center	6	209	0	0	0	0	0	0	43
Syracuse	124	962	0	0	0	0	0	0	1,002
Union	35	1,626	0	0	0	0	0	0	1,626
U. of Rochester	67	2,424	0	0	1	400	6	450	2,433
Utica	104	865	0	0	0	0	6	546	818
Vassar	15	906	12	175	3	550	7	286	879
Wagner	103	0	103	589	0	0	31	34	599
Albany Buss. College	49	366	0	0	0	0	0	0	366
Culinary Inst. of Amer.	14.5	337	0	0	0	0	0	0	337
Elizabeth Seton	0	0	25	161	0	0	0	0	161
Harriman	0	0	0	0	0	0	0	0	0
Jr. Coll. of Albany	65	587	0	0	0	0	0	0	587
Mater Dei	1	250	0	0	0	0	0	0	250
JCA - Coxsackie	0	0	30.8	422	0	0	0	0	422
Marist-Greenhaven	0	0	45.3	1,509	0	0	0	0	1,509
N.Y.I.T.	0	0	74	990	0	0	0	0	990
University Coll., Syr.	137	283	0	0	0	0	0	0	283
Niagara Frontier/Attica	28	125	0	0	0	0	0	0	106
Univ. Without Walls	0	0	0	0	0	0	0	0	0

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Institution	Direct Grant # of Sts.	Direct Grant Avg. Award	Waiver # of Sts.	Waiver Avg. Award	Loans # of Sts.	Loans Avg. Award	Work # of Sts.	Work Avg. Award	Avg. Inst. Award Per Student
Long Island U.	256	101	0	0	0	0	0	0	101
Manhattan	70	433	0	0	0	0	0	0	433
Manhattanville	65	1,201	0	0	0	0	1	750	1,194
Marist	95	557	0	0	0	0	0	0	557
Marymount-Man.	2	563	NA	NA	NA	NA	NA	NA	563
Marymount-Tarrytown	57	438	0	0	0	0	0	0	438
Mercy	0	0	110	675	0	0	3	67	518
Molloy	40	197	0	0	0	0	0	0	160
Mt. St. Mary	40	197	0	0	0	0	0	0	160
Nazareth	22	726	2	219	2	500	1	255	803
N.Y.I.T.- O.W.	113	510	0	0	0	0	0	0	475
N.Y.I.T.- N.Y.	35	615	0	0	0	0	0	0	431
Niagara	57	510	0	0	0	0	8	302	404
Nyack	0	0	0	0	9	1,098	0	0	898
Pace - New York	26	343	0	0	0	0	0	0	318
Pace - Westchester	24	627	0	0	0	0	0	0	627
Polytech. Inst. of N.Y.	0	0	31	770	0	0	0	0	770
Pratt Institute	0	0	95	2,433	0	0	10	440	2,618
Rensselaer Poly Tech.	25	901	0	0	0	0	0	0	625
Roch. Inst. of Tech.	106	906	0	0	0	0	0	0	906
Rosary Hill	58	195	0	0	0	0	0	0	157
Russell Sage	56	1,732	0	0	0	0	21	271	1,890

APPENDIX G

Federal Financial Aid
1974-75

Institution	BEOG		SEOG		NDSL		CWSP		V.A.		SOCIAL SEC.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Bard	12	870	11	955	7	293	0	0	2	3,249	5	1,620
Barnard	15	943	30	423	16	744	16	778	2	175	3	250
Canisius	67	745	58	575	44	574	12	528	6	2,889	4	2,213
Colgate	14	958	35	638	35	824	31	438	1	1,900	0	0
College of Mt.St. Vincent	21	841	21	910	4	800	10	406	0	0	0	0
College of New Rochelle	35	775	39	606	61	395	13	501	0	0	0	0
College of St. Rose	15	753	39	287	16	366	12	367	5	1,818	0	0
Columbia	38	877	36	528	6	1,333	31	891	1	3,600	4	1,500
Columbia - General Studies	43	300	84	1,081	45	922	15	900	13	2,308	12	1,917
Cornell	53	855	9	1,000	59	650	15	600	3	1,437	10	784
C.W. Post	45	699	143	871	117	782	4	400	0	0	8	900
Dowling	30	793	65	523	64	342	25	652	0	0	0	0
Elmira	16	710	15	683	6	733	15	300	4	2,430	8	652
Fordham-Lin.Ctr	76	853	22	350	3	500	4	700	5	1,588	18	1,063
Fordham-Rose Hill	129	800	165	598	35	577	19	391	1	1,800	30	1,500
Hamilton-Kirkland	19	742	19	1,000	45	534	51	399	0	0	2	600
Hobart Wm. Smith	21	860	34	794	38	578	10	487	1	990	7	739
Hofstra	35	929	38	1,000	18	928	19	562	1	2,330	20	1,591
Iona	17	635	40	426	23	341	3	501	5	1,812	7	739
Ithaca	29	953	34	856	36	841	7	443	1	990	7	739
Keuka	26	935	16.5	574	8.5	535	33.5	375	0	0	2	625
Le Moyne	14	875	28	527	37	576	11	712	2	2,790	4	2,394

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Institution	BEOG		SEOG		NDSL		CWSP		V.A.		SOCIAL SEC.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Long Island U.	102	855	203	544	94	780	50	800	14	1,979	0	0
Manhattan	36	893	14	1,089	30	582	0	0	0	0	0	0
Manhattanville	36	809	35	537	61	462	55	426	0	0	7	343
Marist	38	801	40	394	72	646	46	550	6	2,100	0	0
Marymount-Man.	20	885	67	427	33	557	20	572	0	0	4	793
Marymount-Tarrytown	30	726	74	661	63	753	37	215	0	0	0	0
Mercy	53	752	40	477	18	626	17	412	13	2,828	15	1,004
Molloy	20	867	5	280	0	0	0	0	0	0	0	0
Mt. St. Mary	22	872	30	317	31	326	40	225	4	1,500	0	0
Nazareth	6	891	10	775	6	771	6	421	1	207	2	1,665
N.Y.I.T.-Old Westbury	49	801	76	386	83	549	16	439	2	880	4	674
N.Y.I.T.-New York	20	936	10	530	29	664	6	684	0	0	0	0
New York U.	84	892	49	487	141	490	5	630	0	0	0	0
Niagara	29	800	49	645	35	679	13	444	4	2,788	14	1,379
Nyack	5	541	0	0	9	1,043	0	0	0	0	0	0
Pace - N.Y.	25	659	72	485	59	594	0	0	5	2,305	7	736
Pace-Westchester	15	774	24	554	0	0	0	0	2	3,053	2	783
P.I.N.Y.	17	924	11	658	0	0	0	0	1	1,080	1	452
Pratt Inst.	15	801	54	560	72	739	3	200	5	2,798	2	654
R.P.I.	17	773	25	712	34	771	0	0	0	0	0	0
Roch. Ins. Tech.	31	802	33	1,063	73	577	1	700	2	2,405	3	1,278
Rosary Hill	30	754	42	364	39	250	17	285	4	2,121	9	809
Russell Sage	12	859	7	1,000	22	407	0	0	NA	NA	NA	NA

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Institution	BEOG # of Sts.	BEOG Avg. Award	SEOG # of Sts.	SEOG Avg. Award	NDSL # of Sts.	NDSL Avg. Award	CWSP # of Sts.	CWSP Avg. Award	V.A. # of Sts.	V.A. Avg. Award	SOCIAL SEC. # of Sts.	SOCIAL SEC. Avg. Award
St.John Fisher	12	133	13	423	9	372	8	212	4	2,290	2	225
St. John's U.	37	840	117	349	116	256	11	890	8	2,067	0	0
St. Lawrence	9	921	11	1,032	3	1,320	1	183	0	0	4	417
Siena	13	916	27	586	27	396	4	440	0	0	3	580
Skidmore	18	964	2	1,250	35	689	33	282	2	1,275	2	319
Southampton Ctr	19	729	25	716	12	570	0	0	0	0	3	580
Syracuse	67	922	119	920	70	358	6	542	1	1,100	4	522
Union	23	854	21	446	25	320	12	396	2	1,275	2	319
U. of Roch.	18	744	50	979	63	575	2	500	3	789	9	1,052
Utica	46	747	36	417		564	47	221	9	886	5	410
Vassar	8	768	6	893	6	650	15	208	0	0	0	0
Wagner	58	834	32	863	65	803	45	225	3	2,700	0	0
Albany Business College	36	676	1	200	0	0	10	423	2	1,000	0	0
Culinary Inst.	14.5	727	14.5	747	14.5	576	5	292	2	3,129	1	720
Elizabeth Seton	23	797	17	396	6	250	1	109	0	0	0	0
Harriman	5	658	5	740	5	160	5	316	0	0	2	1,007
J.C.A.	24	938	0	0	0	0	0	0	0	0	5	608
Mater Dei	28	720	1	250	0	0	13	228	13	1,692		
JCA-Coxsackie	0	0	0	0	0	0	0	0	0	0	0	0
Marist-Greenhaven	0	0	0	0	0	0	0	0	0	0	0	0
N.Y.I.T.	0	0	0	0	0	0	0	0	0	0	0	0
U. College of Syracuse	25	680	0	0	46	560	10	485	5	1,007	0	0
Niagara Frontier	0	0	0	0	0	0	0	0	4	100	0	0
Univ. W/O Walls	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX H

HEOP Grants, TAP Awards and Loans[1]

1974-75

	HEOP # of Sts.	HEOP Avg. Award	TAP C # of Sts.	TAP C Avg. Award	TAP B # of Sts.	TAP B Avg. Award	NYHEAC and other Loans[2] # of Sts.	NYHEAC and other Loans[2] Avg. Award	Weighted State Funds per Student
Bard College	41	1110	13	1331	27	561	15	1256	2362
Barnard College	42	917	3	1200	37	589	7	1421	1758
Canisius College	138	695	38	1268	87	455	7	1129	1389
Colgate College	36	156	12	1358	20	661	0	0	975
Coll. of Mt. St. Vincent	54	1008	14	1259	40	460	1	700	1688
Coll. of New Rochelle	77	747	15	1358	41	522	2	900	1313
Coll. of St. Rose	51	833	5	1350	46	454	23	1352	1985
Columbia College	92	919	23	1208	62	646	39	1003	2081
Columbia: Gen Std.	98	1228	2	1500	94	553	73	1925	3222
Cornell Univ.	111	775	34	1242	71	606	44	610	1785
C.W. Post Coll.	140	834	16	1166	130	533	1	1050	1469
Dowling Coll.	110	779	11	1490	97	500	27	713	1544
Elmira Coll.	40	982	5	1484	32	514	6	500	1654
Fordham: L.C.	155	946	35	1147	112	429	95	750	1975
Fordham: R.H.	260	822	71	1132	188	471	100	500	1665
Hobart & Wm. Smith	41	923	15	1463	26	481	1	2000	1811
Hofstra Univ.	119	858	31	1385	85	640	21	1449	1931
Iona College	60	800	8	990	39	550	9	970	1436
Ithaca College	71	1174	21	967	47	543	0	0	1819
Keuka College	33.5	1045	17.5	1409	16	552	5	840	2169
LeMoyne College	42	668	11	1106	31	1476	4	825	2125
Long Island Univ.	256	692	10	1500	246	576	25	1258	1428
Manhattan College	72	1051	15	1425	66	565	13	1281	1046

	HEOP # of Sts.	HEOP Avg. Award	TAP C # of Sts.	TAP C Avg. Award	TAP B # of Sts.	TAP B Avg. Award	NYHEAC and other Loans[2] # of Sts.	NYHEAC and other Loans[2] Avg. Award	Weighted State Funds per Student
Manhattanville	66	726	10	1339	53	457	3	900	1338
Marist College	95	1046	88	613[3]	0	0	15	1000	1772
Marymount Manhattan	75	907	10	1260	57	525	12	1253	1674
Marymount College	76	678	13	1121	56	492	11	541	1311
Mercy College	145	486	30	1146	81	473	9	1337	1070
Molloy College	40	422	10	1122	30	538	1	500	1120
Mt. St. Mary	49	674	3	1448	45	450	8	668	1284
Nazareth	22	1010	4	1275	17	541	0	0	1560
New York Inst of Tech OW	122	665	19	1331	103	494	3	1080	1317
New York Inst of Tech NY	50	502	8	1300	39	529	0	0	1123
New York Univ.	237	998	43	1422	205	498	33	1262	1641
Niagara Univ	78	580	13	1255	43	483	4	663	1090
Nyack College	11	589	5	519	2	446	0	0	906
Pace (N.Y.)	82	1079	6	1500	75	501	5	631	1693
Pace (Westchester)	24	1234	6	1424	12	669	0	0	1925
Polytechnic Inst. NY	31	453	14	1369	12	498	33	0	1265
Pratt Institute	90	801	NA	NA	55	550	18	1562	1449
Rensselaer Poly. Inst.	36	1022	9	1248	27	555	3	1117	1843
Rochester Inst. of Tech.	106	904	22	1364	93	430	11	809	1649
Rosary Hill	72	960	20	1248	52	495	34	983	2128
Russell Sage Coll.	36	964	3	1387	11	517	5	380	1290
St. John Fisher	41	730	6	1366	25	498	NA	NA	1233
St. John's Univ.	134	716	7	1260	46	466	13	1335	1071
St. Lawrence Univ.	20	863	9	1447	8	457	1	1750	1785
Siena College	31	673	31	1085[3]	0	0	0	0	1758
Skidmore Coll.	37	978	9	1193	24	535	7	807	1801
Southampton Col.-LIU	29	491	12	1228	17	502	1	500	1310

	HEOP # of Sts.	HEOP Avg. Award	TAP C # of Sts.	TAP C Avg. Award	TAP B # of Sts.	TAP B Avg. Award	NYHEAC and other Loans[2] # of Sts.	NYHEAC and other Loans[2] Avg. Award	Weighted State Funds per Student
Syracuse Univ.	119	849	37	1464	75	52	5	438	1659
Union College	35	885	13	1205	22	447	0	0	1613
Univ. of Rochester	68	961	15	1122	36	541	8	1406	1661
Utica College	114	804	26	1266	86	469	4	581	1467
Vassar College	22	1136	10	1354	12	740	9	611	2433
Wagner College	103	914	20	1381	77	553	20	603	1713
Albany Business College	49	552	13	879	27	361	3	1060	1049
Culinary Inst. of America	14.5	470	5	1312	8.5	521	0	0	1228
Elizabeth Seton	25	734	9	1403	16	552	0	0	1592
Harriman College	5	880	0	0	4	269	0	0	1095
Junior Coll. of Albany	65.5	909	8	991	52	442	0	0	1381
Mater Dei College	148	484	10	916	61	381	12	983	783
JCA Coxsackie	30.8	507	0	0	0	0	0	0	507
Malcolm-King: Harlem Ext.									
Univ. Coll. of Syracuse	137	389	11	1120	87	436	72	620	1082
Univ. Without Walls	0	0	0	0	40	600	0	0	600
HEOP Consortium/Niagara/ Attica	33	155	2	375	30	150	0	0	314
New York Inst of Tech O.W. (part-time)	74	960	0	0	0	0	NA	NA	960
Marist-Greenhaven	45.3	28	0	0	0	0	0	0	28
Weighted Average		$838		$1,118		$526		$233	$ 710
TOTAL NO. STUDENTS		4,484		970		3,171		795	
TOTAL AWARD		$3,757,876		$1,084,807		$1,669,935		$185,587	$92,015

APPENDIX I

Total Course Work for HEOP Students, 1974-75

Students by Semester in Program	Four-Year			Two-Year			Part-Time		
	Avg. Credits			Avg. Credits			Avg. Credits		
	Att.	Comp.	% Comp.[1]	Att.	Comp.	% Comp.[1]	Att.	Comp.	% Comp.[1]
1	11.1	7.0	62.7	11.0	5.6	50.9	7.7	4.6	59.6
2	27.4	22.3	81.3	21.4	13.4	62.6	12.6	8.1	64.5
3	25.9	20.2	8.0	29.8	21.1	70.8	20.9	14.4	69.1
4	27.3	23.1	84.8	31.7	27.3	86.1	15.0	11.8	78.8
5	26.4	21.9	82.9	26.4	23.8	90.2	16.1	12.2	76.0
6	29.0	25.4	87.5	32.5	24.0	73.8	14.2	11.3	79.5
7	27.0	22.9	84.5	18.0	9.0	50.0	17.9	15.3	85.2
8	30.3	27.6	91.2	-0-	-0-	-0-	18.2	13.9	76.8
9	28.3	25.3	89.3	-0-	-0-	-0-	16.0	13.1	81.4
10	33.0	28.4	86.2	-0-	-0-	-0-	16.4	13.6	82.8
Total Average	27.0	22.8	84.5	20.7	14.4	69.5	13.9	10.0	72.0
Avg. 2-9 Semesters	28.0	23.8	85.1	26.0	19.2	73.6	15.6	11.5	73.4

[1]Total Credit Completed divided by total credits attempted

APPENDIX J

Status of HEOP Students, 1974-75

Status by:	Percent Distribution		
	Four-Year	Two-Year	Part-time & Prison
A. Terms of Entry			
1974-75	30.0	52.2	41.5
1973-74	24.8	32.0	28.9
1972-73	20.6	5.6	17.0
1971-72	19.6	8.8	6.8
1970-71	4.2	0.6	3.1
before 1970-71	0.8	0.9	2.8
B. Credits Earned			
0 - 24	24.9	44.1	72.4
25 - 48	23.9	36.4	20.2
49 - 72	18.5	16.5	6.2
73 - 96	12.1	3.0	0.5
100 - 120	10.9	0.0	0.5
121+	9.7	0.0	0.2
C. Semesters in College			
1 - 2	35.0	52.5	47.7
3 - 4	22.1	34.7	25.2
5 - 6	15.9	12.7	15.8
7 - 8	21.3	NA	5.8
9 - 10+	5.6	NA	5.5
First Time	29.5	45.5	41.3
Transfers/Readmits	5.3	10.6	5.3
Continuing	65.2	43.9	53.4